**Grade 9 Rationalized Creative Arts and Sports Lesson Plans Term 2**

**WEEK 1: LESSON 1**

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the rules of the rugby game.

- Use digital devices to search for information on the rugby game.

- Show interest in learning about the rugby game.

**Key Inquiry Question:**

- What are the basic rules of a rugby game?

**Learning Resources:**

- Hummingbird CAS pg 64

- Lesson notes

- Digital devices (tablets/laptops/smartphones)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on teamwork in sports, linking it to rugby as a team sport.

- Guide learners in a brief discussion using content from the learning resources to introduce the topic of rugby, focusing on its importance and popularity.

**Lesson Development (30 minutes)**

**1. Step 1**: Understanding Rugby (10 minutes)

- Activity: In small groups, learners will brainstorm what they already know about rugby. They will write down their ideas on a shared digital document.

- Discussion: Each group will share their thoughts with the class to build a foundation for what rugby is and its role in sports culture.

**2. Step 2:** Researching the Rules (10 minutes)

- Activity: Groups will use digital devices to search for and list at least five basic rules of rugby. They should refer to reliable online resources or educational videos.

- Notes: Encourage learners to take comprehensive notes, emphasizing clarity and accuracy in the information they find.

**3. Step 3:** Group Presentation (5 minutes)

- Activity: Each group will present their findings to the class in a 1-minute presentation. They should focus on the rules they uncovered and any interesting facts about rugby.

- Feedback: Allow a few moments after each presentation for peer feedback or questions.

**4. Step 4**: Discussion of Interest (5 minutes)

- Activity: Facilitate a class discussion on why learning about rugby is valuable. Ask students to reflect on how they might use what they learned in real-life scenarios or in playing the sport.

- Input: Encourage students to express any interest in playing rugby or attending games.

**Conclusion (5 minutes)**

- Summarize the key points learned during the lesson: basic rules of rugby, the process of researching with digital tools, and fostering a keen interest in sports.

- Conduct a quick interactive quiz using a show of hands or digital polling to reinforce learning points.

- Preview the next session’s focus on rugby strategies and team positions, prompting learners to think of their favourite players or teams.

**Extended Activities:**

- Activity 1: Create a poster or digital infographic highlighting the rules of rugby discussed in class. Display these in the classroom to enhance visual learning.

- Activity 2: Attend a local rugby game or watch an online match together as a class, followed by a discussion on the rules and strategies observed during the game.

- Activity 3: Pair students with a rugby player in their community to conduct an interview about the sport, which can then be shared in class.

**Teacher Self-Evaluation:**

**WEEK 1: LESSON 2**

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand**: Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the passes in the rugby game.

- Use digital devices to search and watch video clips on passes in rugby.

- Acknowledge the different passes in rugby.

**Key Inquiry Question:**

- What are the different passes used in rugby?

**Learning Resources:**

- Hummingbird CAS pg 64

- Lesson notes

- Digital devices (tablets, laptops, or smartphones)

- Video clips showcasing rugby passes

**Organisation of Learning**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, asking students to recall key points.

- Guide learners to read and discuss relevant content from the learning resources, with a focus on understanding the key concepts related to rugby passes.

**Lesson Development (30 minutes):**

**Step 1:** Group Formation and Initial Discussion (10 minutes)

- Divide students into small groups.

- Each group discusses and lists the types of passes used in rugby that they may already know or have seen.

- Encourage students to think about when they might use these passes in a game.

**Step 2:** Digital Exploration (10 minutes)

- In their groups, students will use digital devices to search for video clips that demonstrate the different types of rugby passes.

- Provide guidance on keywords to search for, such as "rugby spin pass", "rugby pop pass", and "basic rugby pass".

**Step 3**: Viewing and Analysis (5 minutes)

- Each group watches selected video clips, taking notes on what type of pass is used, and the techniques involved.

- Encourage students to identify key elements of each pass and how they differ from each other.

**Step 4**: Presentation and Discussion (5 minutes)

- Each group presents their findings to the class, highlighting the differences between the three types of passes (spin, pop, and basic).

- Engage the class in a discussion, asking clarifying questions and encouraging inputs from other students about techniques observed in the videos.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive quiz where students can answer questions about the types of passes learned.

- Preview upcoming topics related to advanced rugby skills, prompting students to consider how these passes might be applied in gameplay.

**Extended Activities:**

1. Practice Drills: Have students practice the three types of passes in a controlled environment, focusing on technique.

2. Role-Play Scenarios: Create game scenarios where students must decide which pass to use in different situational contexts.

3. Research Assignment: Ask students to research a famous rugby player known for their passing skills and present how that player's technique contributes to their teams' success.

**Teacher Self-Evaluation:**

**WEEK 1: LESSON 3**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand**: Creating and Performing

**Sub Strand**: Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Outline the steps for performing the basic pass in rugby.

- Demonstrate the basic pass in rugby.

- Show interest and confidence while demonstrating the basic pass in rugby.

**Key Inquiry Question:**

- How is the basic pass done in rugby?

**Learning Resources:**

- Hummingbird CAS pg 65

- Video clip on the basic pass in rugby

- Digital devices for displaying video

- Rugby ball

- School field for practice

**Organisation of Learning**

**Introduction (5 minutes)**

- Briefly review the previous lesson on the fundamentals of rugby.

- Guide learners to read and discuss relevant content from the learning resources. Focus discussions on the key inquiry question to ensure understanding of the basic pass concept.

**Lesson Development (30 minutes)**

**Step 1**: Introduction to the Basic Pass

- Briefly explain the mechanics of the basic rugby pass, emphasizing grip, stance, and body position.

- Encourage students to ask questions for clarification.

**Step 2:** Watch Demonstration

- Show a short video clip demonstrating the basic pass in rugby.

- Ask learners to note key points they observe during the video.

**Step 3:** Group Practice

- Divide students into small groups. Assign each group a space on the field.

- Instruct groups to practice the basic pass together, taking turns to ensure everyone gets a chance to try it out. Encourage them to concentrate on correct technique.

**Step 4:** Peer Feedback

- After practicing, ask learners to pair up within their groups and assess each other’s performance.

- Provide them with guidelines for constructive feedback on technique, confidence, and engagement.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson, reiterating the importance of the basic pass.

- Conduct a quick interactive activity such as a 'Pass and Move' drill where students attempt to pass while moving around.

- Preview upcoming topics, such as advanced passing techniques or the importance of teamwork in rugby.

**Extended Activities:**

- Encourage learners to create a step-by-step poster or presentation that outlines the basic pass and its key elements to share with the class.

- Suggest a friendly practice match where students can apply their passing skills in a game-like scenario.

- Provide links to online resources or apps that offer further drills and tips on mastering rugby passing techniques.

**Teacher Self-Evaluation:**

**WEEK 1: LESSON 4**

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**Strand**: Creating and Performing

**Sub Strand**: Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

1. Outline the steps for performing the spin pass in rugby.

2. Demonstrate the spin pass in rugby.

3. Show confidence while performing the spin pass in rugby.

**Key Inquiry Question:**

- How is the spin pass done in rugby?

**Learning Resources:**

- Hummingbird CAS pg 65-66

- Rugby ball

- School field

- Video clip

- Digital devices

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focused on basic rugby techniques.

- Guide learners to skim-read relevant content from the Hummingbird CAS material, focusing on the definition and purpose of the spin pass. Facilitate a brief discussion, inviting learners to share their initial thoughts and understanding of the skill.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the Spin Pass (10 minutes)

- Activity: In groups, learners will discuss the definition and importance of the spin pass in rugby, referring to Hummingbird CAS pages.

- Content: Explain how the spin pass allows for greater distance and accuracy by creating a spiral effect.

**Step 2**: Learning the Steps (5 minutes)

- Activity: Introduce the step-by-step guide for the spin pass technique:

1. Hold the ball correctly with both hands.

2. Position your non-dominant foot forward.

3. Rotate your shoulders while releasing the ball.

4. Follow through with your throwing arm for maximum effect.

**Step 3:** Video Observation (5 minutes)

- Activity: Watch a video clip demonstrating the spin pass in action.

- Content: Ask learners to note key elements they observe in the technique. After viewing, hold a short discussion to address their observations.

**Step 4:** Practice and Peer Assessment (10 minutes)

- Activity: In pairs or small groups, learners will practice performing the spin pass on the school field using rugby balls.

- Content: Encourage learners to focus on form and accuracy while practicing. After a few rounds, peers will provide constructive feedback to each other about their technique and confidence levels.

**Conclusion (5 minutes)**

- Summarize key points about the spin pass and its significance in enhancing gameplay.

- Conduct a brief interactive activity, such as a “spin pass challenge,” where learners demonstrate their ability to execute the technique confidently in pairs.

- Preview upcoming topics such as advanced passing techniques or defensive strategies in rugby to promote curiosity and engagement for the next session.

**Extended Activities:**

1. Research Assignment: Learners can explore the history of rugby passing techniques and present their findings to the class.

2. Skill Development Practice: Encourage learners to practice the spin pass at home or during physical education sessions, aiming to improve their accuracy and confidence.

3. Create a Tutorial Video: In groups, learners can create a short tutorial video demonstrating the spin pass, which can be shared with peers to help reinforce learning.

**Teacher Self-Evaluation:**

**WEEK 1: LESSON 5**

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**Strand**: Creating and Performing

**Sub Strand:** Rugby

**Specific Learning Outcomes:**

By the end of the lesson, students should be able to:

- Outline the steps for performing the pop pass in rugby.

- Demonstrate the pop pass in rugby.

- Show confidence while performing the pop pass in rugby.

**Key Inquiry Question:**

- How is the pop pass done in rugby?

**Learning Resources:**

- Hummingbird CAS pg 66

- Rugby ball

- School field

- Video clip demonstrating the pop pass

- Digital devices for accessing video resources

**Organisation of Learning**

**Introduction (5 minutes)**

1. Begin with a brief review of the previous lesson on basic rugby techniques and rules.

2. Guide learners to read and discuss relevant content from the Hummingbird CAS textbook, particularly focusing on the pop pass.

3. Encourage students to share what they already know about the pop pass and its significance in rugby.

**Lesson Development (30 minutes)**

**Step 1**: Understanding the Pop Pass (5 minutes)

- Introduce the concept of the pop pass, explaining its purpose and key features.

- Watch a short video clip that demonstrates the pop pass in action.

**Step 2:** Outlining the Steps (5 minutes)

- Distribute a handout with outlined steps for performing a pop pass.

- Discuss each step with the class:

1. Grip the ball properly.

2. Position your body correctly.

3. Create a quick upward motion to pass.

4. Follow through towards the target.

**Step 3:** Group Practice (15 minutes)

- Divide students into small groups and provide a rugby ball to each group.

- Allow them to practice the pop pass with a partner, focusing on using the outlined steps.

- Circulate around the field to observe and provide guidance on technique.

**Step 4:** Peer Assessment (5 minutes)

- After practice, have students pair up with another group for peer assessment.

- Encourage them to provide constructive feedback based on what they observed, focusing on technique and confidence in execution.

**Conclusion (5 minutes)**

1. Summarize the key points from the lesson, reinforcing the steps of the pop pass and the importance of teamwork.

2. Engage students in a quick interactive quiz using raised hands or digital devices to answer questions about the pop pass steps.

3. Preview the next session, which will cover offensive strategies in rugby, encouraging students to think about how the pop pass fits into these strategies.

**Extended Activities:**

- Skill Drill: Organize a mini rugby tournament where students apply the pop pass along with other techniques learned.

- Video Analysis: Assign students to watch a professional rugby game and identify examples of the pop pass, noting when it is used strategically during the match.

- Reflection Journal: Have students write a short reflection on their experience learning the pop pass, including what they found challenging and what they felt they did well.

**Teacher Self-Evaluation:**

**WEEK 2: LESSON 1**

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**Strand:** Creating and Performing

**Sub Strand**: Rugby

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to perform the passing skills in rugby for skill acquisition.

- Learners should value their own and others' efforts in applying passing skills for enjoyment.

**Key Inquiry Question(s):**

- What are the best ways to advance a ball in a game of rugby?

**Learning Resources:**

- Hummingbird CAS pg 66-67

- Rugby ball

- School field

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focusing on the basic concepts of rugby and the importance of teamwork.

- Guide learners to read and discuss relevant content from pages 66-67 of the Hummingbird CAS, emphasizing passing techniques.

**Lesson Development (30 minutes)**

**Step 1:** Setting Up the Field (10 minutes)

- Divide learners into groups and instruct each group to create a square measuring 5m by 5m on the school field using improvised cones (like shoes or bags).

- Ensure each group has a designated area to work without interference.

**Step 2:** Forming Teams (10 minutes)

- Instruct learners to form groups consisting of five members, encouraging them to assign roles (passer, receiver, etc.).

- Discuss the importance of communication and teamwork when performing passes.

**Step 3**: Practicing Passing Skills (5 minutes)

- Each group practices the three passing techniques: basic pass, pop pass, and spin pass.

- Circulate among the groups to offer assistance and monitor their technique.

**Step 4:** Peer Assessment & Feedback (5 minutes)

- After practicing, have learners assess their peers' performance in terms of technique and accuracy.

- Encourage constructive feedback, focusing on what was done well and areas for improvement.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, such as the importance of passing in rugby and teamwork.

- Conduct an interactive activity, such as a quick round of verbal affirmations—each student shares something positive they noticed about their peers' efforts.

- Prepare learners for the next session by introducing upcoming topics on strategies in rugby or discussing the role of each position in detail.

**Extended Activities**

- Encourage learners to watch a local rugby game or a professional match and take notes on the passing techniques used by the players.

- Assign a reflective journal entry where students can describe their experience with passing drills and how they felt about teamwork during the activity.

**Teacher Self-Evaluation:**

**WEEK 2: LESSON 2**

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**Strand:** Creating and Performing

**Sub Strand**: Rugby

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to perform the passing skills in rugby for skill acquisition.

- Learners should value their own and others' efforts in applying passing skills for enjoyment.

**Key Inquiry Question(s):**

- What are the best ways to advance a ball in a game of rugby?

**Learning Resources:**

- Hummingbird CAS pg 66-67

- Rugby ball

- School field

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focusing on the basic concepts of rugby and the importance of teamwork.

- Guide learners to read and discuss relevant content from pages 66-67 of the Hummingbird CAS, emphasizing passing techniques.

**Lesson Development (30 minutes)**

**Step 1:** Setting Up the Field (10 minutes)

- Divide learners into groups and instruct each group to create a square measuring 5m by 5m on the school field using improvised cones (like shoes or bags).

- Ensure each group has a designated area to work without interference.

**Step 2:** Forming Teams (10 minutes)

- Instruct learners to form groups consisting of five members, encouraging them to assign roles (passer, receiver, etc.).

- Discuss the importance of communication and teamwork when performing passes.

**Step 3**: Practicing Passing Skills (5 minutes)

- Each group practices the three passing techniques: basic pass, pop pass, and spin pass.

- Circulate among the groups to offer assistance and monitor their technique.

**Step 4:** Peer Assessment & Feedback (5 minutes)

- After practicing, have learners assess their peers' performance in terms of technique and accuracy.

- Encourage constructive feedback, focusing on what was done well and areas for improvement.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, such as the importance of passing in rugby and teamwork.

- Conduct an interactive activity, such as a quick round of verbal affirmations—each student shares something positive they noticed about their peers' efforts.

- Prepare learners for the next session by introducing upcoming topics on strategies in rugby or discussing the role of each position in detail.

**Extended Activities**

- Encourage learners to watch a local rugby game or a professional match and take notes on the passing techniques used by the players.

- Assign a reflective journal entry where students can describe their experience with passing drills and how they felt about teamwork during the activity.

**Teacher Self-Evaluation:**

**WEEK 2: LESSON 3**

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**Strand:** Creating and Performing

**Sub Strand:** Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

1. Describe how the drop kick is done in rugby.

2. Demonstrate the drop kick in rugby.

3. Show confidence when performing the drop kick.

**Key Inquiry Question(s):**

- When is the drop kick done in rugby?

- How is the drop kick done in rugby?

**Learning Resources:**

- Hummingbird CAS pg 68-69

- Video clip

- Digital device

- Lesson notes

- School field

- Rugby ball

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on fundamental rugby skills.

- Guide learners to read and discuss the content related to drop kicks from the learning resources. Emphasize understanding the key concepts: the purpose and timing of a drop kick in a game.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the Drop Kick (10 minutes)

- In groups, learners will explain what a drop kick is.

- Encourage discussion on the significance of a drop kick in gameplay, focusing on when it is most effectively used.

**Step 2:** Body Positioning and Technique (10 minutes)

- Discuss the body positioning required for a successful drop kick. Focus on balance and foot placement.

- Review the steps to perform the technique, highlighting aspects such as:

- Holding the ball

- Positioning your body

- The action of dropping the ball and kicking it while it is on the ground.

**Step 3**: Observation and Analysis (5 minutes)

- Watch an illustrative video clip of a successful drop kick.

- Use visuals and images to identify key stages in the execution of the drop kick.

**Step 4:** Practice in Groups (5 minutes)

- In small groups, learners practice executing a drop kick with a rugby ball.

- Encourage each learner to perform the kick while others observe and provide constructive feedback.

**Conclusion (5 minutes)**

- Summarize the key points discussed, including when and how to execute a drop kick.

- Conduct a quick interactive quiz or group reflection to reinforce what was learned.

- Prepare learners for the next session by previewing upcoming topics, such as game strategies that utilize drop kicks.

**Extended Activities:**

- Peer Assessment: Have learners pair up to observe and critique each other's drop kick technique, providing feedback on form and execution.

- Research Task: Ask learners to research famous rugby matches where drop kicks played a crucial role and present their findings to the class.

- Skill Challenges: Organize a drop kick challenge during the next class to encourage healthy competition and skill development.

**Teacher Self-Evaluation:**

**WEEK 2: LESSON 4**

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**Strand:** Creating and Performing

**Sub Strand:** Rugby

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Describe how the place kick is done in rugby.

- Demonstrate the place kick in rugby.

- Show confidence while demonstrating the place kick.

**Key Inquiry Questions:**

- What does the place kick entail in rugby?

- How is the place kick done?

**Learning Resources:**

- Hummingbird CAS pg 69

- School field

- Rugby ball

- Lesson notes

- Digital devices

- Illustration clip

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review the previous lesson on rugby fundamentals, focusing on kicking techniques.

2. Guide learners to read and discuss relevant content from Hummingbird CAS and lesson notes, ensuring they understand the key concepts surrounding the place kick. Encourage questions to stimulate engagement.

**Lesson Development (30 minutes)**

**Step 1:** Explanation of the Place Kick (10 minutes)

- In groups, learners will share their understanding of the place kick. Each group will discuss the purpose of the place kick in rugby, emphasizing its importance in scoring.

**Step 2:** Visual Learning (5 minutes)

- Learners will observe pictures and video clips showing the correct body position and technique for performing a place kick. Highlight essential elements like stance, eye on the ball, and follow-through.

**Step 3:** Step-by-Step Discussion (5 minutes)

- Facilitate a discussion on the steps to perform a place kick:

1. Positioning the ball on the ground.

2. Taking the correct stance behind the ball.

3. Approaching the ball with a steady stride.

4. Striking the ball accurately with the foot.

5. Following through for optimal performance.

**Step 4:** Practice Session (10 minutes)

- In groups, learners will take turns practicing the place kick on the school field. Encourage them to focus on applying the steps discussed, while providing support and feedback to one another.

**Conclusion (5 minutes)**

- Summarize key points discussed about the place kick and reinforce learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a friendly quiz or a “Kicking Challenge” to recap the main topics.

- Prepare learners for the next session by previewing upcoming topics, such as the role of kicking in different game scenarios, and encouraging them to think about specific questions to consider.

**Extended Activities:**

- Encourage students to research famous rugby players known for their kicking skills and present their findings in groups.

- Suggest that learners create a short video demonstrating the place kick, including their commentary on the techniques used.

**Teacher Self-Evaluation:**

**WEEK 2: LESSON 5**

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**Strand:** Creating and Performing

**Sub Strand**: Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Practice drop kicks in rugby.

- Value their own and others' efforts in performing the drop kick.

**Key Inquiry Question:**

- Why is it necessary to increase distance and change the angle while practicing the drop kick?

**Learning Resources:**

- Hummingbird CAS pg 70

- Rugby ball

- School field

- Markers or improvised cones

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson, focusing on kick techniques and core rugby skills.

- Guide learners to read and discuss relevant content from the learning resources. Discuss the importance of drop kicks in rugby and the necessity to practice different angles and distances.

**Lesson Development (30 minutes)**

**Step 1**: Setting Up the Kicking Area (10 minutes)

- Organize students into small groups.

- Instruct each group to set up cones or markers to indicate the designated kicking area. This should be about 15-20 meters long to allow for variation in distance and angle.

**Step 2:** Partner Practice (10 minutes)

- Have students pair up, standing a few meters apart facing each other within the marked area.

- One student will drop the ball while the other performs a drop kick. Emphasize the importance of timing the kick correctly as the ball hits the ground.

**Step 3:** Feedback and Reflection (5 minutes)

- After practicing, students should switch roles. Encourage partners to give each other constructive feedback on their technique, aiming to identify both strengths and areas for improvement based on what they observed.

**Step 4:** Class Discussion (5 minutes)

- Gather students and facilitate a brief discussion about their experiences during the practice. Ask them to share their thoughts on the importance of practicing from various distances and angles, linking this back to the key inquiry question.

**Conclusion (5 minutes)**

- Summarize the key points learned during the lesson, including the techniques for a successful drop kick and the value of feedback.

- Conduct a brief interactive activity, such as a quick game where students demonstrate what they learned with a focus on drop kicks.

- Preview the next session by introducing the concept of strategic kicking in a game situation and encouraging students to think about how they can apply their drop kick practice in a game.

**Extended Activities:**

- Skill Challenge: Organize a friendly competition where students can practice their drop kicks at varying distances and angles to see who can achieve the most consistent accuracy.

- Reflection Journal: Ask students to maintain a journal detailing their progress with drop kicks over the next few classes, including reflections on feedback received and areas they wish to improve.

- Peer Teaching: Pair up students to help each other master the drop kick technique, allowing them to reinforce their learning by teaching others.

**Teacher Self-Evaluation:**

**WEEK 3: LESSON 1**

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**Strand:** Creating and Performing

**Sub Strand:** Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Perform activities to practice place kicks in rugby.

- Value their own and others' efforts in performing the place kick in rugby.

**Key Inquiry Questions:**

- Why are timing, foot placement, and follow-through important when performing the place kick?

**Learning Resources:**

- Hummingbird CAS pg 71.

- School field.

- Rugby ball.

- Digital devices (for research or video resources).

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson's key points, such as the basics of rugby kicking and teamwork.

- Have learners read and discuss the relevant content from the learning resources, focusing on the place kick technique, its importance, and the key concepts of timing, foot placement, and follow-through.

**Lesson Development (30 minutes)**

**Step 1:** Mark the Target

- In groups, learners will mark a designated spot on the field that will serve as the target for their place kicks.

- Encourage learners to ensure that their targets are at an appropriate distance for place kicking.

**Step 2:** Setup the Ball

- Each group will place a rugby ball on the marked spot.

- Discuss proper positioning of the ball and how it influences the kick.

**Step 3**: Demonstrate Kicking Technique

- Guide learners to form a single-file line behind their marked spot.

- Instruct them on the correct technique for performing a place kick: emphasizing timing, foot placement, and follow-through.

- Allow each learner to take turns practicing the place kick while observing the technique.

**Step 4:** Feedback and Reflection

- After each learner has had a turn, have them partner up and provide constructive feedback to each other based on what they observed.

- Reinforce the importance of valuing each other's efforts and working collaboratively to improve.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson, including the importance of technique, safety, and teamwork in performing the place kick.

- Conduct a brief interactive activity, such as a flash review quiz or brainstorming session on what they learned, to reinforce the main topics discussed.

- Prepare learners for the next session by previewing the upcoming training on long-distance kicking or game strategies, and prompt them to think about what they can improve for next time.

**Extended Activities:**

- Individual Reflection: Have learners keep a journal to document their experiences with place kicking, including what they found challenging and how they plan to improve.

- Video Analysis: Encourage learners to find videos of professional rugby players kicking and analyze their technique in relation to what they learned.

- Peer Coaching: Organize a small competition where learners can pair up and coach each other, focusing on refining their techniques based on peer feedback.

**Teacher Self-Evaluation:**

**WEEK 3: LESSON 2**

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the rules and safety measures to observe during a rugby mini-game.

- Play a rugby mini-game applying the skills of passing and kicking.

- Value their own and others' efforts in applying passing and kicking skills for enjoyment.

**Key Inquiry Question(s):**

- What are the rules of a rugby game?

- Why should players observe safety during a rugby game?

**Learning Resources:**

- Hummingbird CAS pg 71

- Digital devices

- School field

- Rugby ball

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson focused on fundamental rugby skills.

- Ask students to share their thoughts on what they remember about safety measures in rugby.

- Guide learners to read and discuss rules and safety content from Hummingbird CAS pg 71.

**Lesson Development (30 minutes)**

**Step 1**: Marking the Field (10 minutes)

- Organize learners into groups and provide them with measuring tapes or markers.

- Explain how to mark a rugby field measuring 20m by 15m.

- Allow groups to collaborate and complete the marking.

**Step 2:** Team Formation (5 minutes)

- Once the field is marked, guide students to divide themselves into two teams.

- Ensure each team discusses their roles and maintains a focus on teamwork.

**Step 3**: Rules Review (5 minutes)

- Have a quick group discussion about the rules of rugby, emphasizing safety measures.

- Ask questions to reinforce understanding, such as why certain rules are in place and how they help prevent injuries.

**Step 4:** Modified Rugby Mini-Game (10 minutes)

- Lead the teams in a modified rugby game focusing on passing and kicking skills.

- Ensure learners observe the established rules and safety measures while enjoying the game.

**Conclusion (5 minutes)**

- Summarize the key points from the lesson: rules, safety measures, and key skills learned.

- Conduct a brief interactive activity, such as a quick quiz or group reflection on what skills they applied during the game.

- Prepare learners for the next session by previewing topics such as positional play and strategy in rugby.

**Extended Activities:**

- Skill Reflection: Have each student write a short reflection on how they applied passing and kicking skills, including areas for improvement.

- Mini-Research Project: Students can explore and present on famous rugby tournaments or players, focusing on their contributions to the sport and the importance of rules and safety.

- Peer Coaching: Pair up learners to practice passing and kicking skills outside of class, providing feedback to each other.

**Teacher Self-Evaluation:**

**WEEK 3: LESSON 3**

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**Strand:** Creating and Performing

**Sub Strand:** Rugby

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the rules and safety measures to observe during a rugby mini-game.

- Play a rugby mini-game applying the skills of passing and kicking.

- Value their own and others' efforts in applying passing and kicking skills for enjoyment.

**Key Inquiry Question(s):**

- What are the rules of a rugby game?

- Why should players observe safety during a rugby game?

**Learning Resources:**

- Hummingbird CAS pg 71

- Digital devices

- School field

- Rugby ball

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson focused on fundamental rugby skills.

- Ask students to share their thoughts on what they remember about safety measures in rugby.

- Guide learners to read and discuss rules and safety content from Hummingbird CAS pg 71.

**Lesson Development (30 minutes)**

**Step 1**: Marking the Field (10 minutes)

- Organize learners into groups and provide them with measuring tapes or markers.

- Explain how to mark a rugby field measuring 20m by 15m.

- Allow groups to collaborate and complete the marking.

**Step 2:** Team Formation (5 minutes)

- Once the field is marked, guide students to divide themselves into two teams.

- Ensure each team discusses their roles and maintains a focus on teamwork.

**Step 3**: Rules Review (5 minutes)

- Have a quick group discussion about the rules of rugby, emphasizing safety measures.

- Ask questions to reinforce understanding, such as why certain rules are in place and how they help prevent injuries.

**Step 4:** Modified Rugby Mini-Game (10 minutes)

- Lead the teams in a modified rugby game focusing on passing and kicking skills.

- Ensure learners observe the established rules and safety measures while enjoying the game.

**Conclusion (5 minutes)**

- Summarize the key points from the lesson: rules, safety measures, and key skills learned.

- Conduct a brief interactive activity, such as a quick quiz or group reflection on what skills they applied during the game.

- Prepare learners for the next session by previewing topics such as positional play and strategy in rugby.

**Extended Activities:**

- Skill Reflection: Have each student write a short reflection on how they applied passing and kicking skills, including areas for improvement.

- Mini-Research Project: Students can explore and present on famous rugby tournaments or players, focusing on their contributions to the sport and the importance of rules and safety.

- Peer Coaching: Pair up learners to practice passing and kicking skills outside of class, providing feedback to each other.

**Teacher Self-Evaluation:**

**WEEK 3: LESSON 4**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand**: Photography

**Specific Learning Outcomes**

By the end of the lesson, the learner should be able to:

- Identify the bird's eye viewpoint in photography.

- Use digital devices to find examples of photos taken from the bird's eye viewpoint.

- Acknowledge the importance of the bird's eye viewpoint in photography.

**Key Inquiry Question(s)**

- What is bird's eye viewpoint in photography?

**Learning Resources**

- Hummingbird CAS pg 72-74

- Digital devices

- Photos/pictures taken from the bird's eye viewpoint

- Lesson notes

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review Previous Lesson:

- Briefly recap the topics covered in the last class to help students connect previous knowledge with the current lesson.

2. Guided Reading and Discussion:

- Instruct students to read relevant sections from "Hummingbird CAS" focusing on photography viewpoints. Facilitate a discussion to ensure understanding of key concepts.

**Lesson Development (30 minutes)**

\*This segment will be divided into four distinct steps to facilitate structured learning.\*

**Step 1**: Define Key Terms (10 minutes)

- Activity: In groups, students will discuss and explain the terms “photography” and “viewpoint.”

- Goal: Ensure all students have a shared understanding of vocabulary essential for the lesson.

**Step 2:** Identify Viewpoints in Photography (10 minutes)

- Activity: Each group will brainstorm a list of different viewpoints in photography such as eye level, high angle, low angle, and bird's eye.

- Goal: Students will be able to categorize and recognize various photography perspectives.

**Step 3:** Understanding Bird's Eye Viewpoint (5 minutes)

- Activity: Groups will describe the bird's eye viewpoint, discussing how it differs from other viewpoints. Teachers may provide examples or show images.

- Goal: Clarify the concept and importance of the bird's eye viewpoint in visual storytelling.

**Step 4:** Digital Search for Examples (5 minutes)

- Activity: Using digital devices, students will search for and collect examples of photos taken from a bird's eye viewpoint. They will save or bookmark their findings.

- Goal: Enable students to see real-world applications of the bird’s eye perspective in photography and engage with digital tools.

**Conclusion (5 minutes)**

1. Summarization:

- Recap the key points covered during the lesson, such as definitions, viewpoints, and the significance of the bird's eye viewpoint.

2. Interactive Activity:

- Conduct a quick quiz or a "gallery walk" where students show their found images of the bird's eye viewpoint and share why they chose them.

3. Preview Next Session:

- Give a brief overview of what will be covered in the next lesson to spark student interest and prepare them for future topics.

**Extended Activities**

- Photo Project: Students can take their own bird's eye photographs using a smartphone or camera. They can then create a collage or digital presentation explaining their process and what they learned about the viewpoint.

- Research Assignment: Students can investigate famous photographers known for using bird's eye perspectives, compiling information for a short report or presentation to share with the class.

**Teacher Self-Evaluation:**

**WEEK 3: LESSON 5**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand**: Photography

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Explain what the normal viewpoint in photography is.

- Examine examples of normal viewpoints in both virtual and actual photos.

- Acknowledge photos taken from the normal viewpoint.

**Key Inquiry Question:**

- What does the normal viewpoint entail?

**Learning Resources:**

- Hummingbird CAS pg. 72-74

- Actual and virtual photos (printed or digital)

- Lesson notes

- Digital devices (cameras/smartphones)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing key concepts from the previous lesson on basic photography techniques.

- Ask students to share what they recall about the various viewpoints in photography.

- Introduce the topic of normal viewpoint, guiding students to read relevant sections on pages 72-74 from Hummingbird CAS and discuss their understanding of the key concepts.

**Lesson Development (30 minutes)**

**Step 1:** Defining the Normal Viewpoint (10 minutes)

- In their groups, students discuss and define what the normal viewpoint in photography means.

- Each group shares their understanding with the class, allowing for a collective definition that captures everyone's ideas.

**Step 2:** Analysis of Samples (10 minutes)

- Provide each group with various actual and virtual photos to observe.

- Guide them to identify examples that illustrate the normal viewpoint.

- Encourage them to note how the images are composed, considering angles and distance.

**Step 3**: Discussing Familiarity (5 minutes)

- Groups reflect on how such photos from the normal viewpoint might feel familiar and more relatable.

- Have each group present one photo they analyzed and discuss its composition and how it relates to the normal viewpoint.

**Step 4:** Class Discussion (5 minutes)

- Facilitate a class discussion on the implications of the normal viewpoint in photography.

- Invite opinions on why a normal viewpoint is often preferred and how it affects viewer perception.

**Conclusion (5 minutes)**

- Summarize key points discussed in class about the normal viewpoint and its significance in photography.

- Conduct an interactive activity where students can quickly draw an example of a shot from their normal viewpoint and share it with a partner.

- Provide a teaser for the next session, hinting at the introduction to creative angles and perspectives in photography.

**Extended Activities:**

- Assign students a project where they must take 5 photos using different viewpoints, including the normal viewpoint, and present them in class.

- Encourage students to create a short photo essay using their photos, explaining the choice of viewpoint for each image.

- Suggest they explore how various artists utilize different viewpoints for storytelling in photography.

**Teacher Self-Evaluation:**

**WEEK 4: LESSON 1**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Photography

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

1. Explain what a worm’s eye viewpoint is in photography.

2. Identify photos taken from the worm’s eye viewpoint.

3. Recognize photos taken from the worm’s eye viewpoint easily.

**Key Inquiry Question(s):**

- What is a worm’s eye viewpoint?

**Learning Resources:**

- Hummingbird CAS, pages 72-74

- Various photographs illustrating the worm’s eye viewpoint

- Lesson notes

- Digital devices (tablets or smartphones)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start with a brief review of the previous lesson on photography and angles.

- Introduce the worm’s eye viewpoint as an important perspective in photography.

- Guide learners to read and discuss relevant content from the Hummingbird CAS (pg 72-74), focusing on the definition and characteristics of worm’s eye viewpoint.

**Lesson Development (30 minutes)**

**Step 1**: Definition and Discussion (10 minutes)

- In small groups, learners discuss the definition of a worm’s eye viewpoint.

- Use guided questions: What do you think it means? How does it differ from other viewpoints like eye level or bird’s eye?

**Step 2**: Photo Analysis (10 minutes)

- Provide learners with a selection of photographs.

- Guide students to identify which ones use the worm’s eye viewpoint.

- Discuss as a class the different features of these photographs (e.g., subjects appear larger, emphasis on foreground).

**Step 3:** Online Research (5 minutes)

- Using digital devices, learners search for examples of worm’s eye viewpoint in photography.

- Encourage them to look for famous photographs or photographers who use this perspective.

**Step 4**: Share Findings (5 minutes)

- Groups present one photograph they found, explaining why it fits the worm’s eye viewpoint criteria.

- Allow for questions and further discussion after each presentation.

**Conclusion (5 minutes)**

- Summarize the key concepts discussed: definition of worm’s eye viewpoint, examples, and common characteristics.

- Conduct a quick interactive quiz or activity, such as identifying a photo as worm's eye or not, to reinforce learning.

- Preview the next lesson's topic on composition in photography and suggest they think about how viewpoints affect composition.

**Extended Activities:**

1. Photo Challenge: Encourage students to take their own photos using the worm’s eye viewpoint and create a class gallery.

2. Photo Essay: Have students develop a short photo essay where they explain how different viewpoints affect the subject and mood of their photographs.

3. Research Assignment: Assign students to research a famous photographer who uses innovative viewpoints in their work, including the worm's eye viewpoint.

**Teacher Self-Evaluation:**

**WEEK 4: LESSON 2**

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**Strand:** Creating and Performing

**Sub Strand**: Photography

**Specific Learning Outcomes**

By the end of the lesson, learners should be able to:

- Identify scenic points in the environment.

- Take a field walk to explore different scenic points in the environment.

- Enjoy identifying scenic points for photography.

**Key Inquiry Question**

- Why are scenic points important in photography?

**Learning Resources**

- Hummingbird CAS pg 76

- Surrounding environment

- Digital devices (cameras or smartphones)

**Organisation of Learning**

**Introduction (5 minutes**)

- Review the previous lesson on photography basics and composition.

- Guide students to read and discuss relevant content from the Hummingbird CAS on scenic points, highlighting their importance in photography.

**Lesson Development (30 minutes)**

**Step 1**: Define Scenic Points (5 minutes)

- In groups, learners will discuss and explain the meaning of \*scenic points\*.

- Each group shares definitions and explores different characteristics that make a place scenic.

**Step 2:** Examples of Scenic Points (10 minutes)

- Groups will brainstorm and write down examples of scenic points suitable for photography, which could include natural landscapes, urban settings, and architectural features.

- After 5 minutes, each group presents their examples to the class.

**Step 3:** Field Walk (10 minutes)

- Conduct a field walk around the school or nearby area.

- In pairs, learners will use their digital devices to take photos of identified scenic points that capture their attention.

**Step 4:** Presentations (5 minutes)

- Back in the classroom, students will present one photo they took during the field walk.

- They should describe the scenic point and explain why they chose it for photography.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson regarding scenic points and their relevance in photography.

- Engage learners in a quick interactive activity: Have them identify their favorite photo from the field walk and share why they think it’s important.

- Inform students about the next session, which will cover editing techniques for their photos.

**Extended Activities**

- Ask students to curate a mini photo exhibition featuring their best scenic point photos, including a brief background on each location.

- Encourage students to create a photo journal documenting different scenic points they discover in their community over the following week.

- Organize a weekend photography challenge where students can submit photos based on a specific theme related to scenic points.

**Teacher Self-Evaluation:**

**WEEK 4: LESSON 3**

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**Strand**: Creating and Performing

**Sub Strand:** Photography

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Outline the steps for taking great photographs.

- Practice capturing photographs in the environment.

- Acknowledge the steps to follow in capturing photographs.

**Key Inquiry Question:**

- How do you capture a photograph?

**Learning Resources:**

- Hummingbird CAS pg 75

- Cameras (digital and manual)

- Digital devices with cameras (smartphones, tablets)

- School environment for practical photography

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on the basics of photography, including elements such as lighting, focus, and composition.

- Guide learners to read and discuss relevant content from Hummingbird CAS pg 75, ensuring they understand the main concepts.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming (10 minutes)

- In groups, learners will brainstorm and share their thoughts on the steps needed to take good photographs.

- Prompt them with questions such as: What factors influence a good photograph? What settings do you need to consider?

**Step 2:** Identifying Key Steps (10 minutes)

- Groups will discuss and list the key steps for capturing great photos, such as finding the right light, composing the shot, and adjusting camera settings.

- Each group will present their findings to the class, encouraging discussion and clarification.

**Step 3:** Demonstration (5 minutes)

- The teacher will demonstrate how to take a photograph based on the key steps discussed, showcasing proper techniques such as framing and focusing.

**Step 4:** Practical Photography Exercise (5 minutes)

- Learners will practice taking photographs in the school environment using various devices. Each student will take at least three photos following the steps learned.

- After taking photos, students can pair up to share and discuss their work for peer feedback.

**Conclusion (5 minutes)**

- Summarize the key points: the steps to take great photos, the importance of practice, and the tools available for capturing images.

- Conduct a brief interactive activity where students can share their favorite photo that they took and explain what they did well and what they learned.

- Preview the next topic: “Editing Photos” and consider questions like: What tools can we use to edit our images effectively?

**Extended Activities:**

- Create a photo journal: Students can compile photos taken throughout the week and write brief reflections on their learning process and what they think makes a particular photo engaging.

- Organize a mini photography competition within class groups where each group submits their best photo based on specific themes. This will encourage creativity and foster teamwork.

**Teacher Self-Evaluation:**

**WEEK 4: LESSON 4**

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**Strand:** Creating and Performing

**Sub Strand:** Photography

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to take photographs of a scenery in the bird's eye viewpoint for showcase.

- Enjoy taking photographs in the bird’s eye viewpoint.

**Key Inquiry Question(s):**

- How can you capture great photos using the bird’s eye viewpoint?

**Learning Resources:**

**-** Hummingbird CAS pg 76

- Cameras

- Digital devices with cameras

- Surrounding environment

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on photography techniques.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the bird's eye viewpoint as a technique to capture unique photos.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Bird's Eye Viewpoint (10 minutes)

- Explain what the bird's eye viewpoint is and why it enhances photography. Show examples of photos taken from this angle.

- Discuss the types of scenes that can be effectively captured using this technique.

**Step 2:** Group Formation and Planning (5 minutes)

- Divide learners into small groups (3-4 students per group).

- Ask each group to brainstorm and decide on locations around the school or nearby that would allow them to take photos from a bird's eye viewpoint.

**Step 3**: Photography Session (10 minutes)

- Groups will rotate in taking turns to photograph their chosen scenery using digital devices or cameras. Encourage learners to experiment with angles and focus.

- While one group is taking photos, the other group(s) can explore and discuss their awaiting turn and the potential shots they want to capture.

**Step 4:** Present and Store Photographs (5 minutes)

- After the photography session, each group will present their best photos to the class, explaining their choice of subject and technique.

- Discuss the importance of selecting the best photos and storing them in an electronic folder for future reference or projects.

**Conclusion (5 minutes)**

- Summarize the key points discussed regarding bird's eye viewpoint photography and the importance of capturing scenery.

- Conduct a brief interactive activity where students can share what they found most enjoyable about taking photos today.

- Prepare learners for the next session, hinting that they will learn how to edit and enhance their photographs digitally.

**Extended Activities:**

- Encourage students to create a photo story or a digital portfolio showcasing a series of photographs taken from the bird’s eye viewpoint. They can include descriptions or narratives for each photo explaining its significance.

- Have students experiment with different photography styles using the same bird's eye viewpoint technique, such as nature, urban scenes, or objects, and share their findings in a class display.

**Teacher Self-Evaluation:**

**WEEK 4: LESSON 5**

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**Strand:** Creating and Performing

**Sub Strand:** Photography

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Take photographs of scenery in the normal viewpoint for showcase.

- Enjoy taking photographs from the normal viewpoint.

**Key Inquiry Question:**

- How do we take photos from the normal viewpoint?

**Learning Resources:**

- Hummingbird CAS pg 76

- Digital devices (smartphones, tablets, cameras)

- Surrounding environment

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic photography concepts, such as composition and lighting.

- Discuss with learners the importance of the normal viewpoint in photography, guiding them to read and summarize relevant content from the learning resources.

**Lesson Development (30 minutes)**

**Step 1**: Introduction to Normal Viewpoint (10 minutes)

- Discuss what is meant by "normal viewpoint" and how it influences the way we perceive photographs.

- Show examples of photographs taken from a normal viewpoint versus those taken from unusual angles.

**Step 2:** Group Organization and Planning (5 minutes)

- Divide learners into pairs or small groups.

- Each group discusses and selects a specific area in the surrounding environment (e.g., a park, school grounds) they want to capture images of, focusing on elements that represent beauty.

**Step 3:** Photography Session (10 minutes)

- Groups venture into the selected area to take photographs.

- Encourage learners to explore various aspects of their surroundings while adhering to the normal viewpoint principle.

**Step 4:** Presentation and Storage (5 minutes)

- Once back in the classroom, groups present their favorite photograph to the class, explaining why they chose it and how it represents the normal viewpoint.

- Guide learners on how to select and save their photographs in an E-folder for future reference.

**Conclusion (5 minutes)**

- Summarize key points, emphasizing the significance of the normal viewpoint and the skills practiced during the lesson.

- Conduct a brief interactive quiz or discussion to reinforce the main topics—ask questions like, "What did you notice while taking photographs from a normal viewpoint?"

- Preview the next session, hinting at editing photographs and exploring different perspectives.

**Extended Activities:**

- Plan a weekend photo walk where learners can apply what they've learned by capturing images in different environments.

- Encourage learners to create a mini digital photo gallery on a platform of their choice, categorizing their images based on themes (nature, urban, people, etc.).

- Introduce a photography challenge where students must take two photos of the same subject: one from a normal viewpoint and one from an unusual angle.

**Teacher Self-Evaluation:**

**WEEK 5: LESSON 1**

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**Strand:** Creating and Performing

**Sub Strand**: Photography

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Outline the steps for preparing photographs for presentation.

- Demonstrate how to organize photos for a slideshow.

- Acknowledge the need for organizing photographs correctly and appropriately.

**Key Inquiry Question(s):**

- How do you prepare photographs for presentation?

**Learning Resources:**

- Hummingbird CAS pg 77. Photos.

- Digital devices (tablets or laptops with presentation software).

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on photography.

- Engage learners in a discussion about their experiences with presenting photographs, guiding them to read and reflect on relevant content from the learning resources.

**Lesson Development (30 minutes)**

**- Step 1**: Understanding the Importance of Organization

Discuss why organizing photographs is essential for effective presentation. Highlight how organization helps convey the message clear and creates a visual impact.

**- Step 2:** Steps for Preparing Photographs for Presentation

Guide learners through the specific steps:

1. Select your best photographs based on the theme or message.

2. Edit photographs if necessary (light adjustment, cropping, etc.).

3. Gather context information for each photo (dates, locations, events).

- **Step 3:** Organizing Photos for a Slideshow

Demonstrate how to arrange photos logically. Discuss methods for writing captions that complement the photographs and emphasize alternating types of shots (close-ups and wide shots) to maintain viewer interest.

**- Step 4**: Creating the Slideshow

Using digital devices, let learners practice arranging their selected photographs into a slideshow format, incorporating captions and ensuring a smooth flow from one image to the next.

**Conclusion (5 minutes)**

- Summarize the key points covered, reiterating the importance of organized presentation for photographs.

- Conduct a brief interactive activity such as a “caption challenge,” where learners guess the context of a photo based solely on its caption.

- Preview the next session: introducing storytelling through images and the emotions they evoke.

**Extended Activities:**

- Photo Collage Project: Assign students to create a collage that tells a story using a series of photographs. They should write captions that explain their narrative and present it to the class.

- Photo Critique Session: Organize a session where students bring in photographs they've taken and share them with the class for constructive feedback centered on composition and presentation techniques learned.

- Digital Portfolio Creation: Have learners start working on a digital portfolio where they curate their photographs and presentations over the term, allowing them to showcase their developing skills.

**Teacher Self-Evaluation:**

**WEEK 5: LESSON 2**

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**Strand**: Creating and Performing

**Sub Strand**: Photography

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Present their photographs for appreciation.

- Show confidence and enthusiasm as they present the photo slideshow.

**Key Inquiry Question(s):**

- Why should photographs be presented in an orderly manner?

**Learning Resources:**

- Hummingbird CAS pg 77

- Photographs

- Digital devices (computers/tablets)

- Projector

**Organisation of Learning**:

**Introduction (5 minutes)**

- Begin with a review of the previous lesson focusing on the elements of photography. Ask students to recall key concepts discussed.

- Guide students in a brief discussion using the learning resource, focusing on the importance of presenting photographs in an engaging and organized manner.

**Lesson Development (30 minutes)**

**Step 1:** Group Formation (5 minutes)

- Divide the class into small groups of 4-5 students.

- Each group will gather their photographs, either taken in previous lessons or selected from provided materials.

**Step 2**: Slide Presentation Preparation (10 minutes)

- In their groups, students will create a digital slide presentation using the photographs they have selected.

- They should include titles and appropriate captions for each photograph, ensuring that they explain the context or story behind each photo.

**Step 3**: Practice Presentation (10 minutes)

- Allow groups to practice presenting their slides to each other.

- Encourage students to provide constructive feedback to their peers on clarity, content, and presentation skills.

**Step 4:** Group Presentations (5 minutes)

- Each group will present their slideshow to the class.

- Ensure that each member participates and shows confidence during the presentation.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson regarding the importance of presentations.

- Conduct a brief interactive activity in which students reflect on what they learned about presenting photographs and why organization is important.

- Preview upcoming topics, such as how to critique photographs effectively in the next session.

**Extended Activities:**

- Photography Journal: Encourage students to keep a journal reflecting on their experiences with photography. They can write about their challenges, what they admire in photographs, and the techniques they've learned.

- Photo Essay: Assign students to create a photo essay on a theme of their choice, incorporating a series of photographs that tell a story, accompanied by written narratives.

- Guest Speaker: Organize a session with a local photographer who can discuss the significance of professional presentation and how to showcase work effectively.

**Teacher Self-Evaluation**:

**WEEK 5: LESSON 3**

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand**: Creating and Performing

**Sub Strand**: Photography

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Present their photographs for appreciation.

- Show confidence and enthusiasm as they present the photo slideshow.

**Key Inquiry Question(s):**

- Why should photographs be presented in an orderly manner?

**Learning Resources:**

- Hummingbird CAS pg 77

- Photographs

- Digital devices (computers/tablets)

- Projector

**Organisation of Learning**:

**Introduction (5 minutes)**

- Begin with a review of the previous lesson focusing on the elements of photography. Ask students to recall key concepts discussed.

- Guide students in a brief discussion using the learning resource, focusing on the importance of presenting photographs in an engaging and organized manner.

**Lesson Development (30 minutes)**

**Step 1:** Group Formation (5 minutes)

- Divide the class into small groups of 4-5 students.

- Each group will gather their photographs, either taken in previous lessons or selected from provided materials.

**Step 2**: Slide Presentation Preparation (10 minutes)

- In their groups, students will create a digital slide presentation using the photographs they have selected.

- They should include titles and appropriate captions for each photograph, ensuring that they explain the context or story behind each photo.

**Step 3**: Practice Presentation (10 minutes)

- Allow groups to practice presenting their slides to each other.

- Encourage students to provide constructive feedback to their peers on clarity, content, and presentation skills.

**Step 4:** Group Presentations (5 minutes)

- Each group will present their slideshow to the class.

- Ensure that each member participates and shows confidence during the presentation.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson regarding the importance of presentations.

- Conduct a brief interactive activity in which students reflect on what they learned about presenting photographs and why organization is important.

- Preview upcoming topics, such as how to critique photographs effectively in the next session.

**Extended Activities:**

- Photography Journal: Encourage students to keep a journal reflecting on their experiences with photography. They can write about their challenges, what they admire in photographs, and the techniques they've learned.

- Photo Essay: Assign students to create a photo essay on a theme of their choice, incorporating a series of photographs that tell a story, accompanied by written narratives.

- Guest Speaker: Organize a session with a local photographer who can discuss the significance of professional presentation and how to showcase work effectively.

**Teacher Self-Evaluation**:

**WEEK 5: LESSON 4**

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**Strand:** Creating and Performing

**Sub Strand**: Photography

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the ethical issues to consider in photography.

- Conduct online research on ethical issues in photography.

- Acknowledge ethical issues to consider in photography.

**Key Inquiry Question(s):**

- Which are the ethical issues to consider in photography?

**Learning Resources:**

- Lesson notes

- Digital devices

- Internet access

- Posters

- Grade 9 CAS curriculum design

**Organisation of Learning:**

**Introduction (5 minutes)**

- Conduct a brief review of the previous lesson focusing on the principles of photography.

- Engage learners in a quick discussion on what they think ethical photography may involve, building a curiosity about the topic.

**Lesson Development (30 minutes)**

**Step 1: Brainstorming (10 minutes)**

- Divide the class into small groups.

- Ask each group to brainstorm and list the ethical issues they believe are important in photography (e.g., privacy, consent, representation).

- After 5 minutes, each group shares their ideas with the class.

**Step 2:** Research (10 minutes)

- Provide learners with digital devices and access to the internet.

- Instruct each group to research ethical issues in photography, focusing on three main aspects: consent, privacy, and representation. Have students take short notes on their findings.

**Step 3**: Discussion (5 minutes)

- Bring the class together and facilitate a whole-class discussion.

- Encourage groups to share their research findings and insights on the discussed ethical issues. Highlight any common themes or unique perspectives.

**Step 4**: Class Presentation (5 minutes)

- Allow each group to present their conclusions on ethical issues in photography.

- Encourage the class to ask questions or provide additional insights, fostering an interactive learning environment.

**Conclusion (5 minutes)**

- Summarize the key points discussed throughout the lesson, revisiting the key inquiry question.

- Conduct a brief interactive activity (e.g., a quick “ethical photography quiz”) to reinforce the main topics covered.

- Set the stage for the next session, hinting at practical applications or assignments relating to ethical photography.

**Extended Activities:**

- Photo Project: Encourage students to create a photo series that includes ethical considerations, where they must get permission from subjects before photographing.

- Essay Writing: Have learners write a short essay discussing an ethical dilemma they may face as photographers and how they would handle it.

- Guest Speaker: Organize a talk with a professional photographer who can share real-life experiences regarding ethical issues in photography.

**Teacher Self-Evaluation:**

**WEEK 5: LESSON 5**

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**Strand:** Creating and Performing

**Sub Strand**: Descant Recorder

**Specific Learning Outcomes**

By the end of the lesson, learners should be able to:

- Identify the fingering of notes in the scale of F major.

- Practice how to hold the notes in the scale of F major on the descant recorder.

- Show interest in learning how to finger the notes in the scale of F major.

**Key Inquiry Questions**

- Which notes are found in the scale of F major?

- How do you finger the notes in the scale of F major?

**Learning Resources**

- Hummingbird CAS 79

- Chart showing the notes in the scale of F major and their corresponding fingerings on the descant recorder

- Lesson notes

- Illustration clips demonstrating proper fingering technique

- Descant recorders for each student

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the Previous Lesson: Begin with a brief discussion of what was learned in the last session related to music scales and the descant recorder.

- Engage Learners: Encourage students to share their thoughts and experiences with the instrument and what they would like to learn today.

**Lesson Development (30 minutes)**

**Step 1**: Identify Notes on the Scale of F Major (10 minutes)

- Activity: In small groups, learners will examine a chart showing the notes of the F major scale. Use guiding questions to help them identify the individual notes: F, G, A, Bb, C, D, E.

- Discussion: Each group will share their findings with the class, reinforcing the correct identification of each note.

**Step 2**: Discuss Fingering Techniques (10 minutes)

- Activity: Students will discuss how to finger each note in the scale of F major. Provide them with diagrammed reference material that illustrates which holes to cover for each note.

- Demonstration: The teacher will model fingering each note on the descant recorder, ensuring all students can see the correct hand positioning.

**Step 3:** Observe and Imitate (5 minutes)

- Activity: Play an illustration clip demonstrating how to finger the F major scale on the recorder.

- Practice: Allow students time to watch and then practice the finger movements with their own instruments, with guidance from the teacher.

**Step 4**: Group Practice (5 minutes)

- Activity: In their groups, learners will take turns playing the scale of F major on their recorders. Encourage peer feedback on fingering and sound quality.

- Objective: Build confidence in playing and reinforce learning through collaboration.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap the notes in the F major scale and the fingering techniques discussed during the lesson.

- Interactive Activity: Quick quiz using flashcards with notes from the scale. Students must demonstrate the correct fingering for each note shown.

- Preparation for Next Session: Preview the concept of transitioning to the next scale and what students might anticipate learning about musical pieces in future classes.

**Extended Activities**

- Homework Assignment: Learners can practice the F major scale at home and create a short recording of their performance to share in the next class.

- Creative Project: Encourage students to compose a simple melody using notes from the F major scale and prepare to present it in the following lesson.

**Teacher Self-Evaluation:**

**WEEK 6: LESSON 1**

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**Strand:** Creating and Performing

**Sub-Strand:** Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Read and interpret fingering charts of notes in the F major scale.

- Play the notes of the F major scale.

- Show confidence and enthusiasm in fingering the notes in the scale of F major.

**Key Inquiry Question:**

- How do you finger the notes in the scale of F major?

**Learning Resources:**

- Fingering charts

- Hummingbird CAS pg 79

- Descant recorder

- Digital devices (tablets/laptops)

- Illustration clips (videos demonstrating fingering techniques)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on basic music theory and the importance of scales in performance.

- Guide learners to read and discuss fingering charts found in their learning resources, emphasizing the F major scale's key concepts.

**Lesson Development (30 minutes)**

**- Step 1**: Introduction to Fingering Charts (10 minutes)

- Introduce students to the fingering charts for the F major scale.

- Discuss how to read the charts and identify the different notes represented.

**- Step 2:** Group Practice (10 minutes)

- Divide the class into small groups and provide each group with a fingering chart and a descant recorder.

- Instruct students to work together to interpret the charts and practice fingering the notes using the descant recorders.

**- Step 3**: Individual Play (5 minutes)

- Invite each student to play the F major scale individually.

- Encourage them to focus on their finger positioning and producing clear notes.

**- Step 4**: Reflection and Feedback (5 minutes)

- Ask students to reflect on their experience fingering the notes and playing the scale.

- Provide constructive feedback and praise for their efforts to encourage confidence and enthusiasm.

**Conclusion (5 minutes)**

- Summarize the key points regarding how to read fingering charts and the F major scale.

- Conduct a brief interactive quiz or game where students can identify notes on the fingering chart or demonstrate their fingering skills.

- Preview the next session—introduction to simple melodies using the F major scale and ask students to think about how they might incorporate dynamics into their play.

**Extended Activities:**

1. Create Your Own Fingering Chart: Assign students to create a personalized fingering chart for the F major scale and decorate it with illustrations or colors to enhance visual learning.

2. Group Performance: Encourage students to compose a simple group piece using the F major scale and present it to the class.

3. Exploring Music Videos: Have students find and share videos that showcase performances using the F major scale, discussing what they notice about fingering and sound production.

**Teacher Self-Evaluation:**

**WEEK 6: LESSON 2**

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**Strand:** Creating and Performing

**Sub Strand**: Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Outline the steps for playing the scale of F major.

- Play the scale of F major on a descant recorder.

- Enjoy playing the scale of F major.

**Key Inquiry Question:**

- How do you play the scale of F major ascending and descending on staff notation?

**Learning Resources:**

- Hummingbird CAS PG 79-80

**Organisation of Learning**

**Introduction (5 minutes)**

1. Quickly review what learners covered in the previous lesson about basic music scales and the descant recorder.

2. Introduce the scale of F major, explaining its significance and how it relates to their previous learning.

3. Guide learners to read and discuss the content from the Hummingbird resource, drawing attention to the F major scale.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the Notation (10 minutes)

- Watch a short video clip demonstrating how to play the scale of F major.

- As a group, identify the specific notes in the F major scale: F, G, A, Bb, C, D, E, F ascending, and then descending back to F.

- Discuss the staff notation related to these notes, focusing on any unique features of F major (e.g., the flat).

**Step 2:** Steps for Playing the Scale (10 minutes)

- In groups, list the steps to play the F major scale on the descant recorder, including fingerings and breathing techniques.

- Each group will present their steps to the class, ensuring they cover both ascending and descending scales.

**Step 3:** Practice Time (5 minutes)

- Distribute descant recorders to each student and allow time for individual practice.

- Encourage students to start slowly and focus on producing a clean sound before increasing their speed.

**Step 4:** Group Performance (5 minutes)

- Invite students to play the F major scale together as a class, reinforcing teamwork and collective learning.

- Optionally, select a few students to showcase their playing skills for the class.

**Conclusion (5 minutes)**

1. Summarize the main points covered in the lesson, particularly the steps to play the scale of F major.

2. Engage students in a quick quiz or a fun interactive activity where they can share what they learned about playing the scale.

3. Provide a preview of what will be learned in the next session, such as exploring another scale or a new piece of music.

**Extended Activities**

1. Composition Task: Students can create a short melody using the notes from the F major scale and perform it for the class.

2. Group Research: Investigate well-known pieces that utilize the F major scale and present findings to the class.

3. Peer Teaching: Pair students to teach each other the steps for playing the F major scale, enhancing their understanding through teaching.

**Teacher Self-Evaluation:**

**WEEK 6: LESSON 3**

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**Strand:** Creating and Performing

**Sub Strand**: Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Outline the steps for playing the scale of F major.

- Play the scale of F major on a descant recorder.

- Enjoy playing the scale of F major.

**Key Inquiry Question:**

- How do you play the scale of F major ascending and descending on staff notation?

**Learning Resources:**

- Hummingbird CAS PG 79-80

**Organisation of Learning**

**Introduction (5 minutes)**

1. Quickly review what learners covered in the previous lesson about basic music scales and the descant recorder.

2. Introduce the scale of F major, explaining its significance and how it relates to their previous learning.

3. Guide learners to read and discuss the content from the Hummingbird resource, drawing attention to the F major scale.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the Notation (10 minutes)

- Watch a short video clip demonstrating how to play the scale of F major.

- As a group, identify the specific notes in the F major scale: F, G, A, Bb, C, D, E, F ascending, and then descending back to F.

- Discuss the staff notation related to these notes, focusing on any unique features of F major (e.g., the flat).

**Step 2:** Steps for Playing the Scale (10 minutes)

- In groups, list the steps to play the F major scale on the descant recorder, including fingerings and breathing techniques.

- Each group will present their steps to the class, ensuring they cover both ascending and descending scales.

**Step 3:** Practice Time (5 minutes)

- Distribute descant recorders to each student and allow time for individual practice.

- Encourage students to start slowly and focus on producing a clean sound before increasing their speed.

**Step 4:** Group Performance (5 minutes)

- Invite students to play the F major scale together as a class, reinforcing teamwork and collective learning.

- Optionally, select a few students to showcase their playing skills for the class.

**Conclusion (5 minutes)**

1. Summarize the main points covered in the lesson, particularly the steps to play the scale of F major.

2. Engage students in a quick quiz or a fun interactive activity where they can share what they learned about playing the scale.

3. Provide a preview of what will be learned in the next session, such as exploring another scale or a new piece of music.

**Extended Activities**

1. Composition Task: Students can create a short melody using the notes from the F major scale and perform it for the class.

2. Group Research: Investigate well-known pieces that utilize the F major scale and present findings to the class.

3. Peer Teaching: Pair students to teach each other the steps for playing the F major scale, enhancing their understanding through teaching.

**Teacher Self-Evaluation:**

**WEEK 6: LESSON 4**

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**Strand**: Creating and Performing

**Sub Strand:** Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Explain the pinching technique on a descant recorder.

- Use digital devices to search and watch videos of instrumental tutorials on the pinching technique.

- Show interest in learning the pinching technique on a descant recorder.

**Key Inquiry Question:**

- How do we perform the pinching technique on a descant recorder?

**Learning Resources:**

- Hummingbird CAS pg 81

- Digital devices (tablets/laptops)

- Descant recorders

- Video clips of instructional tutorials

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson focusing on the basics of the descant recorder.

- Engage students in a short discussion about their prior experiences with woodwind instruments, particularly the descant recorder.

- Introduce the key concept of the pinching technique and its importance in playing the descant recorder.

**Lesson Development (30 minutes)**

**Step 1**: Watch Video Tutorials (10 minutes)

- Divide learners into small groups.

- Instruct each group to use digital devices to watch a curated video tutorial on the pinching technique for the descant recorder.

- Encourage them to take notes on finger placement and sound production.

**Step 2**: Discuss Observations (5 minutes)

- After watching the video, have groups discuss their observations on the placement of fingers and the execution of the pinching technique.

- Prompt them with guiding questions: What did you notice about the finger positions? How does the pinching affect the sound produced?

**Step 3**: Explain the Technique (5 minutes)

- Ask each group to share a summary of their discussions, focusing on how to perform the pinching technique.

- As they share, compile common points on the board to visually represent their collective understanding.

**Step 4**: Demonstration (10 minutes)

- Provide each learner with a descant recorder and allow them time to practice the pinching technique based on what they learned.

- Circulate around the room to give feedback and encouragement as students demonstrate their understanding of the technique.

**Conclusion (5 minutes)**

- Summarize the key points discussed around the pinching technique and its significance in playing the descant recorder.

- Conduct a brief interactive activity where learners have to demonstrate the pinching technique while playing a simple note or melody together.

- Provide a preview of the next lesson topic, stirring curiosity about what they will explore next, such as other techniques or musical pieces.

**Extended Activities:**

- Encourage students to find additional online resources or instructional videos and present them to the class in the next lesson.

- Suggest learners compose a short piece of music incorporating the pinching technique and perform it in small groups.

- Organize a friendly competition where students can showcase their skills on the descant recorder, emphasizing teamwork and collaboration.

**Teacher Self-Evaluation:**

**WEEK 6: LESSON 5**

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**Strand**: Creating and Performing

**Sub Strand:** Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Explain the pinching technique on a descant recorder.

- Use digital devices to search and watch videos of instrumental tutorials on the pinching technique.

- Show interest in learning the pinching technique on a descant recorder.

**Key Inquiry Question:**

- How do we perform the pinching technique on a descant recorder?

**Learning Resources:**

- Hummingbird CAS pg 81

- Digital devices (tablets/laptops)

- Descant recorders

- Video clips of instructional tutorials

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson focusing on the basics of the descant recorder.

- Engage students in a short discussion about their prior experiences with woodwind instruments, particularly the descant recorder.

- Introduce the key concept of the pinching technique and its importance in playing the descant recorder.

**Lesson Development (30 minutes)**

**Step 1**: Watch Video Tutorials (10 minutes)

- Divide learners into small groups.

- Instruct each group to use digital devices to watch a curated video tutorial on the pinching technique for the descant recorder.

- Encourage them to take notes on finger placement and sound production.

**Step 2**: Discuss Observations (5 minutes)

- After watching the video, have groups discuss their observations on the placement of fingers and the execution of the pinching technique.

- Prompt them with guiding questions: What did you notice about the finger positions? How does the pinching affect the sound produced?

**Step 3**: Explain the Technique (5 minutes)

- Ask each group to share a summary of their discussions, focusing on how to perform the pinching technique.

- As they share, compile common points on the board to visually represent their collective understanding.

**Step 4**: Demonstration (10 minutes)

- Provide each learner with a descant recorder and allow them time to practice the pinching technique based on what they learned.

- Circulate around the room to give feedback and encouragement as students demonstrate their understanding of the technique.

**Conclusion (5 minutes)**

- Summarize the key points discussed around the pinching technique and its significance in playing the descant recorder.

- Conduct a brief interactive activity where learners have to demonstrate the pinching technique while playing a simple note or melody together.

- Provide a preview of the next lesson topic, stirring curiosity about what they will explore next, such as other techniques or musical pieces.

**Extended Activities:**

- Encourage students to find additional online resources or instructional videos and present them to the class in the next lesson.

- Suggest learners compose a short piece of music incorporating the pinching technique and perform it in small groups.

- Organize a friendly competition where students can showcase their skills on the descant recorder, emphasizing teamwork and collaboration.

**Teacher Self-Evaluation:**

**WEEK 7: LESSON 1**

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**Strand:** Creating and Performing

**Sub Strand:** Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Explain the difference between crescendo and diminuendo in musical performance.

- Demonstrate the use of crescendo and diminuendo while playing the descant recorder.

- Appreciate the role of crescendo and diminuendo in enhancing musical expression.

**Key Inquiry Question:**

- What is the difference between crescendo and diminuendo in musical performance?

**Learning Resources:**

- Hummingbird CAS (pg 80-82)

- Descant recorders

- Lesson notes

- Digital devices

- Simple tunes

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson, highlighting any relevant concepts.

- Encourage students to read sections from the Hummingbird CAS related to dynamics, focusing on crescendo and diminuendo. Facilitate a discussion to ensure understanding of these terms.

**Lesson Development (30 minutes)**

**Step 1:** Listening Activity (10 minutes)

- In pairs, students listen to selected musical excerpts that prominently feature crescendo and diminuendo.

- After listening, have students discuss what they noticed about the volume increase and decrease during different parts of the pieces.

**Step 2:** Identifying Dynamics (10 minutes)

- As a class, discuss the distinctions of crescendo (gradual increase in volume) and diminuendo (gradual decrease in volume).

- Ask students to identify specific parts of the excerpts that demonstrated these dynamics and describe how they made the music feel different.

**Step 3:** Hands-On Demonstration (5 minutes)

- Distribute descant recorders to each student and provide simple tunes that incorporate crescendos and diminuendos.

- Go through a collective warm-up, showing how to properly increase and decrease volume while playing.

**Step 4:** Performance Practice (5 minutes)

- Pair students again and let them practice playing the simple tunes, following cues for crescendos and diminuendos.

- Walk around to provide assistance and feedback on their dynamics, encouraging expression in their playing.

**Conclusion (5 minutes)**

- Summarize the key points discussed and the importance of dynamics in musical performance.

- Conduct a quick interactive quiz or game where students show hand signals for crescendo (raise hand) and diminuendo (lower hand) as excerpts are played.

- Briefly preview the next session, sparking curiosity about incorporating more complex tunes that utilize dynamics.

**Extended Activities:**

- Have students research and present a brief report on a famous piece of music that effectively uses dynamics, focusing on how it enhances the overall expression.

- Encourage students to compose their own short piece of music using a descant recorder, incorporating at least one crescendo and one diminuendo.

**Teacher Self-Evaluation:**

**WEEK 7: LESSON 2**

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**Strand:** Creating and Performing

**Sub Strand:** Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Explain the difference between crescendo and diminuendo in musical performance.

- Demonstrate the use of crescendo and diminuendo while playing the descant recorder.

- Appreciate the role of crescendo and diminuendo in enhancing musical expression.

**Key Inquiry Question:**

- What is the difference between crescendo and diminuendo in musical performance?

**Learning Resources:**

- Hummingbird CAS (pg 80-82)

- Descant recorders

- Lesson notes

- Digital devices

- Simple tunes

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson, highlighting any relevant concepts.

- Encourage students to read sections from the Hummingbird CAS related to dynamics, focusing on crescendo and diminuendo. Facilitate a discussion to ensure understanding of these terms.

**Lesson Development (30 minutes)**

**Step 1:** Listening Activity (10 minutes)

- In pairs, students listen to selected musical excerpts that prominently feature crescendo and diminuendo.

- After listening, have students discuss what they noticed about the volume increase and decrease during different parts of the pieces.

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- As a class, discuss the distinctions of crescendo (gradual increase in volume) and diminuendo (gradual decrease in volume).

- Ask students to identify specific parts of the excerpts that demonstrated these dynamics and describe how they made the music feel different.

**Step 3:** Hands-On Demonstration (5 minutes)

- Distribute descant recorders to each student and provide simple tunes that incorporate crescendos and diminuendos.

- Go through a collective warm-up, showing how to properly increase and decrease volume while playing.

**Step 4:** Performance Practice (5 minutes)

- Pair students again and let them practice playing the simple tunes, following cues for crescendos and diminuendos.

- Walk around to provide assistance and feedback on their dynamics, encouraging expression in their playing.

**Conclusion (5 minutes)**

- Summarize the key points discussed and the importance of dynamics in musical performance.

- Conduct a quick interactive quiz or game where students show hand signals for crescendo (raise hand) and diminuendo (lower hand) as excerpts are played.

- Briefly preview the next session, sparking curiosity about incorporating more complex tunes that utilize dynamics.

**Extended Activities:**

- Have students research and present a brief report on a famous piece of music that effectively uses dynamics, focusing on how it enhances the overall expression.

- Encourage students to compose their own short piece of music using a descant recorder, incorporating at least one crescendo and one diminuendo.

**Teacher Self-Evaluation:**

**WEEK 7: LESSON 3**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand**: Creating and Performing

**Sub Strand**: Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Play melodies with lower notes C, D, and E.

- Enjoy playing melodies with lower notes C, D, and E.

**Key Inquiry Question(s):**

- How can you play melodies with lower notes C, D, and E?

**Learning Resources:**

- Hummingbird CAS pg 83-84

- Descant recorders

- Digital devices

- Simple melodies

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by briefly reviewing the concepts covered in the previous lesson related to musical notes and instruments.

- Pose the key inquiry question to the class: “How can you play melodies with lower notes C, D, and E?”

- Guide students to read and discuss relevant content from the learning resources, focusing on the importance of notes C, D, and E in melodies.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the Notes (10 minutes)

- Introduce the notes C, D, and E on the staff.

- Explain the significance of these notes in music and their placement on the descant recorder.

- Use digital devices to show a short video or animation demonstrating how to find and play these notes.

**Step 2**: Group Activity - Outlining Steps (5 minutes)

- Divide students into small groups.

- In their groups, students outline the steps needed to play melodies with lower notes C, D, and E.

- Encourage them to take notes and identify any challenges they might face.

**Step 3**: Illustrating Melody Playing (10 minutes)

- As a class, select simple melodies that primarily use notes C, D, and E.

- Guide the students to illustrate how to play these melodies on their recorders.

- Provide time for each group to demonstrate their understanding by sharing their outlined steps and selected melodies with the class.

**Step 4**: Practice Playing (5 minutes)

- Each student tunes their descant recorder and practices playing the melodies discussed.

- Move around the classroom to provide feedback and support as students play.

**Conclusion (5 minutes)**

- Summarize key points covered in the lesson, emphasizing the notes played and the melodies learned.

- Conduct an interactive activity, such as a call-and-response where the teacher plays a note, and students replicate it on their recorders.

- Preview the next session by sparking curiosity about building more complex melodies using additional notes.

**Extended Activities:**

- Encourage students to find and learn one additional melody at home that includes notes C, D, and E, and present it in the next class.

- Suggest creating a small composition using only these notes as a group project, which could be showcased in a mini-concert later in the term.

- Propose a music journal where students can reflect on what they learned after each lesson, including challenges and successes while playing their recorders.

**Teacher Self-Evaluation:**

**WEEK 7: LESSON 4**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify a solo piece in F major for performance.

- Perform a solo piece in F major on a descant recorder applying correct techniques.

- Value playing music on the descant recorder.

**Key Inquiry Question(s):**

- What is the importance of applying technique when playing instrumental music?

**Learning Resources:**

- Hummingbird CAS pg 81-85

- Digital devices

- Solo pieces

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson, focusing on the concepts of rhythm and melody.

- Guide learners to read and discuss relevant content from the learning resources (Hummingbird CAS pg 81-85), emphasizing understanding F major and the importance of technique in music.

**Lesson Development (30 minutes)**

**Step 1:**

- Group Discussion (5 minutes): Organize learners into small groups. Have them discuss the importance of performance techniques and how they affect the quality of their music. Encourage them to think about dynamics, tempo, and expression in their discussions.

**Step 2:**

- Warm-Up Exercise (10 minutes): Have learners practice simple melodies in 4/4 time, ensuring they are familiar with playing in F major. Guide them through dynamic performance directions (e.g., playing loudly, softly, crescendos, and decrescendos). Provide immediate feedback on their techniques.

**Step 3:**

- Solo Performance Preparation (10 minutes): Each student selects a solo piece in F major. Allow them time to practice and refine their performances. Encourage learners to apply the techniques discussed (e.g., posture, breath control, finger placement).

**Step 4:**

- Record Performances (5 minutes): Using digital devices, have each student perform their solo piece and record it. Instruct them on how to review their own recordings for self-assessment of technique and presentation.

**Conclusion (5 minutes)**

- Summarize the key points discussed, focusing on the importance of technique and practice when playing the descant recorder.

- Conduct a brief interactive activity where students share what they learned about performance from each other's recordings.

- Preview the next session, which will focus on ensemble playing, and pose questions such as “How might playing with others change your performance?”

**Extended Activities:**

- Compose a Melody: Have students compose a short melody in F major for descant recorder, focusing on applying the techniques learned in class.

- Peer Review: Arrange a peer review session where learners can critique each other’s performances based on set criteria (technique, dynamics, expression).

- Research Assignment: Assign a project where learners research a famous descant recorder player and present their findings to the class, focusing on their techniques and style.

**Teacher Self-Evaluation:**

**WEEK 7: LESSON 5**

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**Strand:** Creating and Performing

**Sub Strand:** Descant Recorder

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify a solo piece in F major for performance.

- Perform a solo piece in F major on a descant recorder applying correct techniques.

- Value playing music on the descant recorder.

**Key Inquiry Question(s):**

- What is the importance of applying technique when playing instrumental music?

**Learning Resources:**

- Hummingbird CAS pg 81-85

- Digital devices

- Solo pieces

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson, focusing on the concepts of rhythm and melody.

- Guide learners to read and discuss relevant content from the learning resources (Hummingbird CAS pg 81-85), emphasizing understanding F major and the importance of technique in music.

**Lesson Development (30 minutes)**

**Step 1:**

- Group Discussion (5 minutes): Organize learners into small groups. Have them discuss the importance of performance techniques and how they affect the quality of their music. Encourage them to think about dynamics, tempo, and expression in their discussions.

**Step 2:**

- Warm-Up Exercise (10 minutes): Have learners practice simple melodies in 4/4 time, ensuring they are familiar with playing in F major. Guide them through dynamic performance directions (e.g., playing loudly, softly, crescendos, and decrescendos). Provide immediate feedback on their techniques.

**Step 3:**

- Solo Performance Preparation (10 minutes): Each student selects a solo piece in F major. Allow them time to practice and refine their performances. Encourage learners to apply the techniques discussed (e.g., posture, breath control, finger placement).

**Step 4:**

- Record Performances (5 minutes): Using digital devices, have each student perform their solo piece and record it. Instruct them on how to review their own recordings for self-assessment of technique and presentation.

**Conclusion (5 minutes)**

- Summarize the key points discussed, focusing on the importance of technique and practice when playing the descant recorder.

- Conduct a brief interactive activity where students share what they learned about performance from each other's recordings.

- Preview the next session, which will focus on ensemble playing, and pose questions such as “How might playing with others change your performance?”

**Extended Activities:**

- Compose a Melody: Have students compose a short melody in F major for descant recorder, focusing on applying the techniques learned in class.

- Peer Review: Arrange a peer review session where learners can critique each other’s performances based on set criteria (technique, dynamics, expression).

- Research Assignment: Assign a project where learners research a famous descant recorder player and present their findings to the class, focusing on their techniques and style.

**Teacher Self-Evaluation:**

**WEEK 9: LESSON 1**

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**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Describe the format of a play.

- Read samples of play scripts to identify the format of a play.

- Acknowledge the format of a play.

**Key Inquiry Question:**

What is the format of a play script?

**Learning Resources:**

- Hummingbird CAS pg 87-89

- Digital devices

- Samples of play scripts

- Lesson notes

**Organisation of Learning**

**Introduction (5 minutes**)

- Begin by reviewing the key points discussed in the previous lesson on drama and performance.

- Introduce the lesson's focus on the format of a play by guiding students to examine relevant content from the learning resources. Encourage students to highlight the key concepts that will be discussed in today’s lesson.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Plays (10 minutes)

- In small groups, have learners brainstorm the meaning of a "play" and discuss what a "play script" is.

- Encourage each group to summarize their thoughts on large sticky notes to share with the class, fostering a collaborative learning environment.

**Step 2:** Reading Samples (10 minutes)

- Provide learners with various samples of play scripts.

- In their groups, learners should read through these samples, paying attention to the different elements (dialogue, stage directions, character names). Ask them to note any common features they observe.

**Step 3:** Online Research (5 minutes)

- Utilizing digital devices, ask learners to search for additional play scripts online.

- They should identify at least two new examples and take notes on their structure for the next discussion.

**Step 4**: Discussion (5 minutes)

- Bring the class back together to discuss findings from their readings and online research.

- Have a guided discussion focusing on the characteristics of the format of a play script. Ask students to give examples from what they read or found online.

**Conclusion (5 minutes)**

- Summarize the key points from the lesson, reiterating what they learned about the structure and format of a play.

- Conduct a brief interactive activity, such as a quiz or a group game, to reinforce the main topics discussed.

- Prepare learners for the next session by introducing upcoming topics, such as character development in plays, and pose questions for them to consider at home.

**Extended Activities:**

1. Playwriting Exercise: Ask students to write a short scene using the format of a play script, incorporating what they’ve learned about structure.

2. Peer Review: Organize a peer review session where students read each other's scripts and provide constructive feedback.

3. Field Trip: Arrange a visit to a local theater to observe a live performance and discuss its script afterward.

**Teacher Self-Evaluation:**

**WEEK 9: LESSON 2**

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**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Define theme as an element of play.

- Analyze how a theme develops in a play through dialogue and events.

- Appreciate the role of themes in conveying messages about society and human experiences.

**Key Inquiry Question(s):**

- What are the elements of a play?

**Learning Resources:**

- Lesson notes

- Hummingbird CAS

- Samples of play

- Digital devices

- Grade 9 CAS curriculum design

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson's content briefly.

- Engage learners to read sections from the lesson notes and discuss key concepts around elements of a play, highlighting the importance of the theme.

**Lesson Development (30 minutes)**

**Step 1:** Identifying Elements of a Play (10 minutes)

- Divide learners into small groups.

- Each group engages in a brainstorming session to list the different elements of a play (e.g., plot, character, dialogue, theme, setting).

- Groups share their lists with the class and compile a comprehensive list on the board.

**Step 2:** Understanding the Theme (5 minutes)

- Guide learners to define the term 'theme' within the context of a play.

- Facilitate a discussion on the significance of themes, asking questions like, “Why do you think themes are important in plays?”

**Step 3**: Reading a Short Play (10 minutes)

- Provide each group with a short play to read.

- While reading, students should identify the central themes and any supporting dialogues or events that exemplify the theme.

**Step 4:** Discussion and Presentation (5 minutes)

- Groups discuss their findings internally and prepare a brief presentation of the themes they identified, including examples from the play text.

- Groups present their results to the class, and encourage feedback and questions for deeper understanding.

**Conclusion (5 minutes)**

- Summarize key points discussed during the lesson, reinforcing the definition of a theme and its relevance in plays.

- Conduct an interactive quiz or a quick group discussion to assess understanding of the concepts taught.

- Provide a preview of the next session, mentioning how themes relate to social issues or human experiences in upcoming plays.

**Extended Activities:**

- Creative Writing Assignment: Ask students to write a short scene for a play that revolves around a theme of their choice, highlighting how dialogue can convey that theme.

- Theme Analysis Project: Students can choose a play they are familiar with and create a presentation analyzing its theme, including dialogue samples and illustrations of how the theme is portrayed throughout the play.

- Role-Playing: Organize a small role-playing session where students enact scenes from famous plays while focusing on conveying the theme through their actions and dialogue.

**Teacher Self-Evaluation:**

**WEEK 9: LESSON 3**

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**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the characters in a play.

- Analyze the character traits of different characters in a play.

- Develop empathy by understanding character perspectives.

**Key Inquiry Question:**

- How do you know the character traits of a character in a play?

**Learning Resources:**

- Hummingbird CAS learner’s book

- Lesson notes

- Digital devices

- Samples of short plays

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson by asking students to share what they remember about character analysis.

- Guide learners to read selected sections from the learning resources that discuss characteristics and roles of characters in plays. Highlight the significance of understanding character perspectives.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming about Character (10 minutes)

- In small groups, learners will brainstorm and define what a character is in a play.

- Encourage them to think about various ways characters are represented (e.g., their roles, traits, and motivations).

**Step 2:** Reading and Identifying Characters (10 minutes)

- Distribute a short play to each group.

- Ask them to read the play, identifying all the characters present.

- Encourage them to annotate their scripts to note any descriptions or dialogue that give clues about the characters’ traits.

**Step 3**: Analysing Character Traits (5 minutes)

- Groups will discuss the character traits of the identified characters based on their actions and words within the play.

- Encourage each group to list specific examples from the text that highlight these traits, facilitating a deeper understanding of character motivations.

**Step 4:** Role-Playing (5 minutes)

- Groups will choose one character from the play and prepare a short role-play to explore their motivations and perspective.

- Each group will present their role-play, followed by a brief discussion on how understanding these traits can help us empathize with the character.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, focusing on understanding character traits and the importance of perspective.

- Conduct a quick interactive activity: Ask students to share one character trait from any character they can think of, and discuss briefly why they think it is interesting.

- Prepare learners for the next session by previewing possible discussions around themes in plays or the importance of conflict in character development.

**Extended Activities:**

- Character Diary: Have learners choose a character from a play and write a diary entry from that character's perspective, detailing their thoughts and feelings about a specific event in the story.

- Character Analysis Poster: Learners can create a poster that visually represents the traits and perspectives of a character, using quotes, images, and symbols related to the character's role in the play.

- Empathy Interviews: Pair students up and have them interview each other while role-playing different characters to discuss how their character would react to various situations.

**Teacher Self-Evaluation:**

**WEEK 9: LESSON 4**

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**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify the stages of a plot in a play.

- Outline the plot of a selected play by identifying key moments.

- Appreciate how a well-structured plot enhances storytelling.

**Key Inquiry Questions:**

- What is a plot in a play?

- What are the stages of a plot in a play?

**Learning Resources:**

- Hummingbird CAS learner’s book

- Lesson notes

- Selected short plays

- Charts

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson's key points on story elements.

- Guide learners to read and discuss relevant content from the Hummingbird CAS learner’s book, focusing on the definition and importance of plot in a play.

**Lesson Development (30 minutes)**

**Step 1:** Define Plot

- In pairs, students search for the definition of "plot" in the dictionary and using digital devices.

- Discuss their findings with the class, emphasizing the role of plot in storytelling.

**Step 2:** Identify Stages of a Plot

- Introduce the classic plot structure (exposition, rising action, climax, falling action, resolution).

- Provide a short play for students to read, and identify which part of the plot each section corresponds to.

**Step 3**: Create a Story Map

- In their groups, students create a story map of the plot. This should include:

- Key moments of the plot

- Characters involved at each stage

- Any notable themes or messages conveyed in the scenes.

- Encourage creativity in presenting the story map (e.g., using visuals or graphics).

**Step 4:** Present Findings

- Groups present their story maps to the class.

- Encourage Q&A after each presentation to promote engagement and deeper understanding.

**Conclusion (5 minutes)**

- Summarize key points covered in the lesson, reinforcing the stages of the plot and its importance in storytelling.

- Conduct a brief interactive activity, such as a "Plot Bingo," where students can call out key terms or stages of the plot as their peers read short descriptions.

- Preview next lessons, prompting students to think about how different types of plots might influence characters and themes.

**Extended Activities**

- Character Exploration: Have students select a character from the play they studied and create a character diary that reflects their journey through the plot’s stages.

- Creative Writing: Assign students to write a short play of their own, focusing on clearly defining the plot stages, then share their scripts in small groups for feedback.

- Theatrical Workshop: Encourage students to act out scenes from the play they analyzed, emphasizing how the plot structure influences performance.

**Teacher Self-Evaluation:**

**WEEK 9: LESSON 5**

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**Strand**: Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Define setting in a play.

- Describe how setting influences the mood and actions of characters.

- Acknowledge the importance of setting in creating atmosphere and meaning in a play.

**Key Inquiry Question:**

- How does setting influence the mood and actions of characters?

**Learning Resources:**

- Hummingbird CAS learner's book

- Digital devices

- Lesson notes

- Samples of play

**Organisation of Learning**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson's key concepts to connect prior knowledge.

- Engage learners in a brief discussion, prompting them to share what they already know about settings in plays.

- Introduce the day's focus on how setting affects mood and actions within a play using relevant content from the learning resources.

**Lesson Development (30 minutes):**

**Step 1: \***Define Setting\*

- In small groups, learners will define what "setting" means in the context of a play. They will discuss elements such as time, place, and environment.

**Step 2:** \*Time vs. Place\*

- Students will differentiate between the time and place of a story. Groups will create a chart listing examples of time and place from selected samples of plays shared by the teacher.

**Step 3:** \*Research and Discussion\*

- Using digital devices, groups will search for information on how setting influences mood and actions in plays. They will identify key phrases or quotes and prepare to share their findings with the class.

**Step 4**: \*Analysis of Play Samples\*

- In their groups, learners will read selected samples of plays. They will identify the settings and discuss how these settings influence characters' actions and the overall mood of each play. Groups will also compare different settings and explore how they change a play's interpretation.

**Conclusion (5 minutes):**

- Recap the lesson, highlighting key points about the definition and significance of setting in plays.

- Conduct a brief interactive activity, such as a "Setting Charades," where students act out scenes from various plays, focusing on the setting's role.

- Preview the next lesson's focus on characters and dialogue to prepare learners for upcoming discussions.

**Extended Activities:**

- Creative Assignment: Have learners create a short scene for a play, taking care to detail the setting. They should write down how the setting impacts the mood and actions of the characters.

- Setting Exploration: Students can choose a play they enjoy and create a visual representation (like a drawing or digital collage) of the setting, including notes on how it contributes to the characters and overall story.

**Teacher Self-Evaluation:**

**WEEK 10: LESSON 1**

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**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, students should be able to:

- Explain the meaning of conflict in a play.

- Identify conflicts in a play.

- Appreciate conflicts as a driving force in storytelling.

**Key Inquiry Question:**

- What is the role of conflicts in character development?

**Learning Resources:**

- Hummingbird CAS learner’s book

- Lesson notes

- Digital devices

- Extracts of plays

- Short clips of plays

**Organization of Learning**

**Introduction (5 minutes)**

- Review Previous Lesson: Begin with a recap of the last class to set the context. Ask students to share what they remember about elements of storytelling.

- Discuss Key Concepts: Guide students in reading and discussing relevant content from the learning resources with an emphasis on understanding the concept of conflict.

**Lesson Development (30 minutes)**

**Step** **1:** Defining Conflict (10 minutes)

- Activity: In groups, students will discuss and define what conflict means in a play.

- Task: Each group will write down their definition and share it with the class. Discuss any similarities or differences in their responses.

**Step** **2**: Types of Conflict (10 minutes)

- Activity: Introduce the concepts of internal and external conflict.

- Task: Groups will identify examples from plays they have read or seen. They will present one internal and one external conflict to the class.

**Step 3:** Analysing a Play (5 minutes)

- Activity: Hand out a short play extract to each group.

- Task: Students will read through the extract and identify the main conflict. They will discuss why this conflict is important to the story.

**Step 4:** Exploring Through Media (5 minutes)

- Activity: Using digital devices, students will watch a short scene from a play.

- Task: After watching, groups will identify the conflicts present and discuss how these conflicts affect character development and the plot.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap the definitions and types of conflict discussed in the lesson.

- Interactive Activity: Conduct a quick quiz or a word association game related to conflicts in plays to reinforce learning.

- Preview Next Session: Briefly inform students about upcoming topics related to character arcs and resolution of conflicts in storytelling.

**Extended Activities:**

1. Performance Task: Have students choose a conflict from a story they know and create a short skit that portrays this conflict, focusing on how it drives character development.

2. Research Assignment: Ask students to research a playwright known for their use of conflict and present their findings in the next class.

3. Conflict Analysis: Write a brief essay analyzing the role of conflict in a favorite play or movie, discussing how it influences the characters and plot progression.

**Teacher Self-Evaluation:**

**WEEK 10: LESSON 2**

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**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the different elements of language in plays.

- Analyze how language is used to express emotions, create tension, or develop themes.

- Appreciate the power of language in shaping a play's meaning.

**Key Inquiry Question(s):**

- What are the elements of language in a play?

**Learning Resources:**

- Hummingbird CAS

- Lesson notes

- Digital devices

- Extracts of plays

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson's key points about the basic structure of plays.

- Engage students in reading and discussing an excerpt from a play using their digital devices, focusing on how language is used.

**Lesson Development (30 minutes)**

**Step 1**: Understanding Language in Plays (10 minutes)

- In groups, learners will discuss what they think "language" means in the context of a play.

- Each group will share their thoughts, allowing for a broad discussion of their perceptions of language.

**Step 2:** Reading Through the Play (10 minutes)

- Provide each group with an excerpt from a play.

- Each group will read through the passage and identify the different elements of language present (e.g., dialogue, stage directions, monologues).

**Step 3:** Discussion of Language Elements (5 minutes)

- Groups will discuss amongst themselves how the identified elements function within the context of the play.

- Encourage groups to think about how the language sets the mood, reveals character emotions, or creates tension.

**Step 4**: Presentation of Findings (5 minutes)

- Each group will present their findings to the class, highlighting the important elements of language they discussed.

- Facilitate a class discussion to tie together the various presentations and analyze the overarching themes.

**Conclusion (5 minutes)**

- Summarize the key points learned about the elements of language in plays and their functions.

- Conduct a brief interactive activity, such as a "language scavenger hunt," where students find examples of emotional language or tension in the plays they studied.

- Preview the next session's topics related to character development and thematic exploration in plays, prompting students to consider how language enhances these elements.

**Extended Activities**

1. Creative Writing Task: Have students write a short scene for a play using specific language elements discussed in class, focusing on conveying emotion and tension.

2. Play Performance: Organize a class activity where students can perform their scene, paying attention to how language delivery affects the portrayal of themes.

3. Language Analysis Assignment: Assign a brief essay where learners analyze the use of language in a play of their choice from a provided list, focusing on specific elements discussed in class.

**Teacher Self-Evaluation:**

**WEEK 10: LESSON 3**

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**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify a societal issue in order to create a play.

- Create a play addressing a societal issue.

- Show creativity in creating a play addressing a societal issue.

**Key Inquiry Question:**

- What factors should you consider when creating a play?

**Learning Resources:**

- Hummingbird CAS pg 89-91, Grade 9 CAS curriculum design, Digital devices

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students about their previous knowledge of drama and plays.

- Guide learners to read and discuss the relevant content from the learning resources, focusing on the key concepts of societal issues and how they can be portrayed in plays.

**Lesson Development (30 minutes)**

**Step 1**: Brainstorming (10 minutes)

- In small groups, learners will brainstorm and discuss various societal issues that they feel passionate about (e.g., bullying, climate change, discrimination).

- Each group will choose one issue they want to address in their play.

**Step 2:** Researching (5 minutes)

- Learners will use their digital devices to research the chosen societal issue.

- Encourage them to look for statistics, personal stories, or examples that illustrate the impact of this issue on society.

**Step 3:** Scriptwriting (10 minutes)

- Groups will collaborate to outline and create a short play script that includes roles, dialogue, and stage directions.

- Highlight the importance of incorporating play elements such as character development, conflict, and resolution into their scripts.

**Step 4**: Rehearsals (5 minutes)

- Provide time for groups to rehearse their plays.

- Encourage them to think about how to express the emotions of the characters and to focus on creativity in their performances.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, including the importance of addressing societal issues in their plays and the elements of storytelling.

- Conduct a brief interactive activity, such as a quick round of "one-sentence summaries" where each group shares a key element of their play.

- Prepare learners for the next session by previewing the different dramatic techniques they will explore further.

**Extended Activities:**

- Playwriting Contest: Organize a contest where students can submit their plays for assessment and possible performance, encouraging creativity and deeper exploration of the chosen themes.

- Community Engagement Project: Have students work on a project where they can perform their plays at a local community center or school event to raise awareness about the societal issues they've addressed.

- Reflection Journal: Encourage learners to keep a reflection journal where they can write about what they’ve learned regarding societal issues and the process of creating a play.

**Teacher Self-Evaluation:**

**WEEK 10: LESSON 4**

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**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify a societal issue in order to create a play.

- Create a play addressing a societal issue.

- Show creativity in creating a play addressing a societal issue.

**Key Inquiry Question:**

- What factors should you consider when creating a play?

**Learning Resources:**

- Hummingbird CAS pg 89-91, Grade 9 CAS curriculum design, Digital devices

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students about their previous knowledge of drama and plays.

- Guide learners to read and discuss the relevant content from the learning resources, focusing on the key concepts of societal issues and how they can be portrayed in plays.

**Lesson Development (30 minutes)**

**Step 1**: Brainstorming (10 minutes)

- In small groups, learners will brainstorm and discuss various societal issues that they feel passionate about (e.g., bullying, climate change, discrimination).

- Each group will choose one issue they want to address in their play.

**Step 2:** Researching (5 minutes)

- Learners will use their digital devices to research the chosen societal issue.

- Encourage them to look for statistics, personal stories, or examples that illustrate the impact of this issue on society.

**Step 3:** Scriptwriting (10 minutes)

- Groups will collaborate to outline and create a short play script that includes roles, dialogue, and stage directions.

- Highlight the importance of incorporating play elements such as character development, conflict, and resolution into their scripts.

**Step 4**: Rehearsals (5 minutes)

- Provide time for groups to rehearse their plays.

- Encourage them to think about how to express the emotions of the characters and to focus on creativity in their performances.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, including the importance of addressing societal issues in their plays and the elements of storytelling.

- Conduct a brief interactive activity, such as a quick round of "one-sentence summaries" where each group shares a key element of their play.

- Prepare learners for the next session by previewing the different dramatic techniques they will explore further.

**Extended Activities:**

- Playwriting Contest: Organize a contest where students can submit their plays for assessment and possible performance, encouraging creativity and deeper exploration of the chosen themes.

- Community Engagement Project: Have students work on a project where they can perform their plays at a local community center or school event to raise awareness about the societal issues they've addressed.

- Reflection Journal: Encourage learners to keep a reflection journal where they can write about what they’ve learned regarding societal issues and the process of creating a play.

**Teacher Self-Evaluation:**

**WEEK 10: LESSON 5**

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify a societal issue in order to create a play.

- Create a play addressing a societal issue.

- Show creativity in creating a play addressing a societal issue.

**Key Inquiry Question:**

- What factors should you consider when creating a play?

**Learning Resources:**

- Hummingbird CAS pg 89-91, Grade 9 CAS curriculum design, Digital devices

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students about their previous knowledge of drama and plays.

- Guide learners to read and discuss the relevant content from the learning resources, focusing on the key concepts of societal issues and how they can be portrayed in plays.

**Lesson Development (30 minutes)**

**Step 1**: Brainstorming (10 minutes)

- In small groups, learners will brainstorm and discuss various societal issues that they feel passionate about (e.g., bullying, climate change, discrimination).

- Each group will choose one issue they want to address in their play.

**Step 2:** Researching (5 minutes)

- Learners will use their digital devices to research the chosen societal issue.

- Encourage them to look for statistics, personal stories, or examples that illustrate the impact of this issue on society.

**Step 3:** Scriptwriting (10 minutes)

- Groups will collaborate to outline and create a short play script that includes roles, dialogue, and stage directions.

- Highlight the importance of incorporating play elements such as character development, conflict, and resolution into their scripts.

**Step 4**: Rehearsals (5 minutes)

- Provide time for groups to rehearse their plays.

- Encourage them to think about how to express the emotions of the characters and to focus on creativity in their performances.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, including the importance of addressing societal issues in their plays and the elements of storytelling.

- Conduct a brief interactive activity, such as a quick round of "one-sentence summaries" where each group shares a key element of their play.

- Prepare learners for the next session by previewing the different dramatic techniques they will explore further.

**Extended Activities:**

- Playwriting Contest: Organize a contest where students can submit their plays for assessment and possible performance, encouraging creativity and deeper exploration of the chosen themes.

- Community Engagement Project: Have students work on a project where they can perform their plays at a local community center or school event to raise awareness about the societal issues they've addressed.

- Reflection Journal: Encourage learners to keep a reflection journal where they can write about what they’ve learned regarding societal issues and the process of creating a play.

**Teacher Self-Evaluation:**

**WEEK 11: LESSON 1**

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the guidelines to consider when selecting props, costumes, and music for the play.

- Select relevant props, costumes, and music for the play performance.

- Acknowledge the guidelines to consider when selecting props, costumes, and music for the play.

**Key Inquiry Questions:**

- What guidelines should one observe in selecting props, costumes, and music for the play?

- Why is it important to decorate props to be used for performance?

**Learning Resources:**

- Hummingbird CAS (pg. 91)

- Lesson notes

- Digital devices

- Music, props, and costumes

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by briefly discussing what was learned about playwriting and performance.

- Guide learners to read and discuss relevant content from the learning resources, placing emphasis on understanding the key concepts of props, costumes, and music.

**Lesson Development (30 minutes)**

**Step 1**: Discussion on Guidelines (10 minutes)

- In their groups, learners will brainstorm the different factors that should be considered when selecting props, costumes, and music.

- Each group will note their thoughts on a digital device or paper and prepare to share with the class.

**Step 2**: Share and Compare (10 minutes)

- Groups will share their ideas with the class.

- The teacher will facilitate a discussion, summarizing key points and adding any important guidelines that were not mentioned.

**Step 3:** Collaborative Selection (5 minutes)

- Each group will be given a scenario for a play. They will collaboratively choose specific props, costumes, and music that align with their scenario based on the guidelines discussed.

**Step 4:** Presentation of Choices (5 minutes)

- Each group will present their selections to the class, explaining how they adhered to the guidelines during their decision-making process.

**Conclusion (5 minutes)**

- Summarize the key points from the lesson, highlighting the importance of carefully selecting props, costumes, and music for enhancing a play's performance.

- Conduct a brief interactive activity, such as a small quiz or reflection circle, to reinforce major concepts discussed.

**Extended Activities:**

- Individual Prop Production: Learners create their own props or decorations for a specific scene from a chosen play using materials around their home.

- Research Activity: Assign each group to research a famous play and the concepts of props, costumes, and music specifically used in that play, preparing a short presentation for the next class.

- Music Mix: Learners can create a playlist of music they believe fits different scenes of a chosen play, supported by a brief explanation for each selection that justifies their choices based on guidelines discussed.

**Teacher Self-Evaluation:**

**WEEK 11: LESSON 2**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify warm-up exercises to prepare the body and voice for acting.

- Engage in warm-up exercises to prepare the body and voice for acting.

- Enjoy doing the warm-up exercises for preparation of the body and voice for acting.

**Key Inquiry Question(s):**

- Why are warm-up activities important in preparation for the body and voice for acting?

**Learning Resources:**

- Hummingbird CAS pg 92-93

- Open area for movement

- Lesson notes

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson to refresh students' memories on acting basics.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the importance of warm-up activities in acting.

**Lesson Development (30 minutes)**

**Step 1**: Identifying Warm-Up Exercises (10 minutes)

- In small groups, learners brainstorm and list different warm-up exercises for the body and voice.

- Encourage students to share their ideas with the class, discussing the benefits of each exercise.

**Step 2:** Breathing Exercises (5 minutes)

- Introduce specific breathing exercises.

- Lead the class in practicing a few deep breathing techniques to relax and focus the mind.

**Step 3**: Vocal Warm-Up Activities (7 minutes)

- Teach vocal warm-ups, such as humming or lip trills, to engage the voice.

- Have students practice these techniques as a group, enhancing vocal flexibility and range.

**Step 4:** Physical Warm-Up Activities (8 minutes)

- Conduct physical warm-up exercises, such as stretching and moving around the space to release tension.

- Emphasize the importance of physical readiness in performing.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson, reiterating the importance of warm-ups for acting.

- Conduct a short interactive activity, like a group share where learners express what they enjoyed most about the exercises.

- Preview the next session’s topic on improvisation and encourage students to think about how warm-ups can help with unexpected performances.

**Extended Activities:**

- Creative Warm-Up Log: Ask students to create a log of warm-up exercises they can practice at home, noting which ones they find helpful and enjoyable.

- Peer led Warm-Up Session: Organize a session where learners take turns leading warm-up activities in class, enhancing leadership and presentation skills.

- Mini Performance: Prepare for a short performance where warm-up exercises are integrated, demonstrating their importance before going on stage.

**Teacher Self-Evaluation:**

**WEEK 11: LESSON 3**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify a role for performance in a play.

- Rehearse the play while paying attention to the use of voice, body, movement, space, use of props, music, and costume.

- Show confidence in rehearsing a role in a play.

**Key Inquiry Question(s):**

- Why is the rehearsal of a play important?

**Learning Resources:**

- Hummingbird CAS pgs. 93-94 (Play Script)

- Open area for rehearsals

- Digital devices for research or reference

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic acting skills and the elements of a performance.

- Guide learners to read and discuss the relevant content from the play script provided, emphasizing the significance of character development and rehearsal techniques.

**Lesson Development (30 minutes):**

**Step 1:** Character Selection (5 minutes)

- In small groups, learners will choose a character from the play script. Each student should discuss what intrigues them about their selected character and their motivations throughout the play.

**Step 2:** Understanding the Role (10 minutes)

- Learners will study the play script to identify their character's lines and actions. They will discuss with their group the character's relationships with others in the play and their emotional journey.

**Step 3**: Rehearsal Techniques (10 minutes)

- Groups will rehearse their scenes, focusing on the following elements:

- Voice: Experiment with tone and volume.

- Body Language: Use gestures and facial expressions to convey emotions.

- Movement: Practice blocking and space utilization.

- Props, Music, and Costume: Discuss and incorporate these aspects into the rehearsal where applicable.

**Step 4:** Performance Confidence (5 minutes)

- Each group will present a short rehearsal of their scene to the class. Encourage constructive feedback from peers focusing on clarity and expressiveness.

**Conclusion (5 minutes):**

- Summarize key points covered during the lesson: the importance of character roles, rehearsal, and performance elements.

- Conduct a brief interactive Q&A session regarding the necessity of rehearsals and what can be learned from the process.

- Preview the next session’s topic: deeper character analysis and improvisation techniques.

**Extended Activities:**

- Home Practice: Students can practice their lines at home, focusing on the delivery using different emotions and tones.

- Character Journal: Students maintain a journal detailing their character’s thoughts and feelings as they rehearse, helping deepen their understanding of the role.

- Peer Feedback: Encourage students to engage in peer review sessions where they can provide and receive feedback on performances outside of class time.

**Teacher Self-Evaluation:**

**WEEK 11: LESSON 4**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify a role for performance in a play.

- Rehearse the play while paying attention to the use of voice, body, movement, space, use of props, music, and costume.

- Show confidence in rehearsing a role in a play.

**Key Inquiry Question(s):**

- Why is the rehearsal of a play important?

**Learning Resources:**

- Hummingbird CAS pgs. 93-94 (Play Script)

- Open area for rehearsals

- Digital devices for research or reference

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic acting skills and the elements of a performance.

- Guide learners to read and discuss the relevant content from the play script provided, emphasizing the significance of character development and rehearsal techniques.

**Lesson Development (30 minutes):**

**Step 1:** Character Selection (5 minutes)

- In small groups, learners will choose a character from the play script. Each student should discuss what intrigues them about their selected character and their motivations throughout the play.

**Step 2:** Understanding the Role (10 minutes)

- Learners will study the play script to identify their character's lines and actions. They will discuss with their group the character's relationships with others in the play and their emotional journey.

**Step 3**: Rehearsal Techniques (10 minutes)

- Groups will rehearse their scenes, focusing on the following elements:

- Voice: Experiment with tone and volume.

- Body Language: Use gestures and facial expressions to convey emotions.

- Movement: Practice blocking and space utilization.

- Props, Music, and Costume: Discuss and incorporate these aspects into the rehearsal where applicable.

**Step 4:** Performance Confidence (5 minutes)

- Each group will present a short rehearsal of their scene to the class. Encourage constructive feedback from peers focusing on clarity and expressiveness.

**Conclusion (5 minutes):**

- Summarize key points covered during the lesson: the importance of character roles, rehearsal, and performance elements.

- Conduct a brief interactive Q&A session regarding the necessity of rehearsals and what can be learned from the process.

- Preview the next session’s topic: deeper character analysis and improvisation techniques.

**Extended Activities:**

- Home Practice: Students can practice their lines at home, focusing on the delivery using different emotions and tones.

- Character Journal: Students maintain a journal detailing their character’s thoughts and feelings as they rehearse, helping deepen their understanding of the role.

- Peer Feedback: Encourage students to engage in peer review sessions where they can provide and receive feedback on performances outside of class time.

**Teacher Self-Evaluation:**

**WEEK 11: LESSON 5**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand**: Play

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Perform a role in a play performance before an audience.

- Recognize play performance as a channel of addressing societal issues.

**Key Inquiry Question:**

- How can a play performance be made believable to an audience?

**Learning Resources:**

- Digital devices

- Play (Hummingbird CAS pg 92-94)

- Open area for performance

- Music, costumes, and props

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on the role of drama in society.

- Engage students in a discussion by asking them what societal issues they think can be effectively communicated through plays.

- Have learners read and discuss relevant sections from the learning resources that highlight these issues in plays.

**Lesson Development (30 minutes)**

\*In this section, learners will work in groups to prepare and perform their plays.\*

**Step 1:** Group Organization (5 minutes)

- Divide the class into small groups, ensuring each group has a mix of talents (acting, directing, etc.).

- Assign each group a societal issue to represent in their play (e.g., bullying, climate change, equality).

**Step 2:** Script Preparation (10 minutes)

- In their groups, learners will develop a short script that addresses the assigned issue.

- Encourage them to consider how to make their characters relatable and their dialogue authentic.

**Step 3**: Stage Preparation and Rehearsal (10 minutes)

- Allow groups to arrange the open area to suit their play's setting using available props, music, and costumes.

- Groups will rehearse their performances, focusing on delivering their lines clearly and acting with conviction.

**Step 4:** Performances and Recording (5 minutes)

- Groups will perform their plays in front of the class, simulating an audience setting.

- Use digital devices to record the performances for later review. Consider discussing how they can share their plays on social media (YouTube) afterward.

**Conclusion (5 minutes)**

- Recap the day's learning by highlighting how performance can be used to address important topics in society.

- Conduct a quick interactive activity where students share one key takeaway from their performance or what they learned about societal issues.

- Briefly preview the next lesson, focusing on the importance of critique and feedback in performance arts.

**Extended Activities:**

- Ask students to write a reflective piece about their experience in the play, discussing what they learned about the societal issue they portrayed.

- Encourage students to research a famous play that addresses a social issue and present their findings to the class.

- Organize a class debate on the impact of theatre and drama in society, allowing students to articulate their views.

**Teacher Self-Evaluation:**

**WEEK 12: LESSON 1**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand**: Creating and Performing

**Sub Strand:** Basketball and Logo Design

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

1. Identify the rules of basketball.

2. Use digital devices to search for information and videos about basketball.

3. Acknowledge and explain the rules and skills involved in a basketball game.

**Key Inquiry Questions:**

- How many players play in a basketball game?

- Which skills are involved in a basketball game?

**Learning Resources:**

- Hummingbird CAS pg. 95

- Lesson notes

- Digital devices (tablets/laptops/smartphones)

- Video clips of basketball games

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on sports fundamentals.

- Guide learners to read and discuss relevant content from the Hummingbird CAS and lesson notes, emphasizing understanding of basketball basics.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Basketball Basics

- Students will be divided into small groups. Each group will use digital devices to research the basic rules of basketball. They should focus on the number of players, positions, and overall gameplay.

**Step 2:** Group Presentation

- Groups will take turns presenting their findings to the class. They should specifically highlight the different rules they found, such as fouls, scoring, and game duration.

**Step 3**: Watching and Analyzing a Game

- The class will watch a short video clip of a basketball game. Students will be prompted to identify key moments in the game that demonstrate the rules they’ve learned and the skills being used, such as dribbling, shooting, and passing.

**Step 4**: Discussion and Reflection

- Conclude the group activity with a class discussion. Students will share their observations from the video and reflect on why each skill is important in basketball.

**Conclusion (5 minutes)**

- Summarize key points discussed during the lesson, focusing on the rules and skills of basketball.

- Conduct a quick interactive quiz, asking students questions related to basketball rules and skills they explored.

- Prepare the class for the next session with a preview about the importance of teamwork and strategies in basketball.

**Extended Activities:**

- Create Your Own Basketball Rule: Ask students to design a new rule for basketball that they think would make the game more interesting. They should write a brief description of the rule and present it to the class.

- Basketball Skill Challenge: Organize a mini-competition where students can perform specific basketball skills (such as dribbling, shooting) and reflect on their performance afterward.

- Logo Design Assignment: Students could create a logo for their imagined basketball team, integrating their knowledge of teamwork and sport to showcase their unique identity.

**Teacher Self-Evaluation:**

**WEEK 12: LESSON 2**

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|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand:** Basketball and Logo Design

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify the passes in basketball.

- Use digital devices to search for videos on passes in basketball.

- Acknowledge the passes in the basketball game.

**Key Inquiry Question(s):**

- Which are the passes in basketball?

**Learning Resources:**

- Hummingbird CAS pg 95-96

- Lesson notes

- Digital devices (tablets/laptops/smartphones)

- Video clips

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by revisiting basic basketball concepts.

- Guide learners to read and discuss relevant content from Hummingbird CAS, focusing on basketball passes. Emphasize the significance of mastering different types of passes.

**Lesson Development (30 minutes)**

**Step 1**: Searching for Video Clips (10 minutes)

- Divide learners into small groups and provide them with digital devices.

- Instruct each group to search for educational video clips demonstrating basketball passes, such as chest passes, bounce passes, and overhead passes.

**Step 2:** Watching and Identifying (10 minutes)

- Each group will watch their selected video clips.

- As they watch, ask learners to take notes on the different types of passes they observe and discuss the characteristics of each pass, including grip and stance.

**Step 3:** Discussion of Techniques (5 minutes)

- Regroup as a class and facilitate a discussion.

- Encourage groups to share their findings, focusing on:

- The techniques used for gripping the ball.

- The body stance and movement during the execution of each pass.

- How the follow-through affects the pass.

**Step 4:** Demonstration of Passes (5 minutes)

- Allow each group to demonstrate the three different types of passes they learned.

- Invite students to provide feedback on each group's demonstration, highlighting what they did well and areas for improvement.

**Conclusion (5 minutes)**

- Summarize the key points discussed about basketball passes: types of passes, technique, and importance in a game.

- Conduct a quick interactive quiz or game (like "Pass the Ball") to reinforce the main topics by asking students to demonstrate or explain how to perform each pass.

- Preview the next session on basketball strategies and gameplay analysis, encouraging students to consider how passes integrate into team plays.

**Extended Activities:**

- Research Project: Ask students to create a presentation on a famous basketball player known for their passing skills. They should include video highlights and an analysis of their passing technique.

- Pass Competition: Organize a friendly competition where students practice and showcase different types of passes in a mock game, fostering teamwork and application of skills learned.

- Art Integration: Have students design a logo for a basketball team that incorporates the theme of passing, encouraging creativity and relevance to both art and sport.

**Teacher Self-Evaluation:**

**WEEK 12: LESSON 3**

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand**: Creating and Performing

**Sub Strand**: Basketball and Logo Design

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Outline the steps for performing the chest pass.

- Demonstrate the chest pass in basketball.

- Show confidence while practicing the chest pass in basketball.

**Key Inquiry Questions:**

- How do you perform the chest pass in basketball?

**Learning Resources:**

- School field

- Basketball court

- Hummingbird CAS pg 96-97

- Basketball

- Pictures of correct body positioning for the chest pass

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson related to basketball fundamentals.

- Guide learners to read and discuss relevant content from the learning resources (Hummingbird CAS pg 96-97), focusing on the chest pass.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the Chest Pass (10 minutes)

- In groups, learners will discuss and outline the steps for performing a chest pass. Encourage them to refer to pictures that illustrate the correct body positioning and technique.

- Each group shares their outlined steps with the class, ensuring clarity and comprehension.

**Step 2:** Visual Learning (5 minutes)

- Watch a short instructional video clip demonstrating the chest pass technique. Highlight key points such as hand placement, body stance, and follow-through.

**Step 3:** Partner Practice (10 minutes)

- In pairs, learners will take turns practicing the chest pass on the court. One student will pass while the other receives and then they switch roles.

- Remind students to focus on their body positioning and follow-through as they practice.

**Step 4**: Peer Assessment (5 minutes)

- After practicing, each learner gives constructive feedback to their partner on their chest pass execution. Encourage them to use specific suggestions based on what they learned in previous steps.

**Conclusion (5 minutes)**

- Summarize key points regarding the chest pass technique and the learning objectives achieved.

- Conduct a brief interactive activity, such as a quick quiz or a game, to reinforce the main topics discussed.

- Prepare learners for the next session by previewing upcoming topics, such as other passing techniques or strategies in basketball.

**Extended Activities:**

- Create a poster illustrating the steps for the chest pass, including images and written instructions for each step.

- Organize a mini-basketball tournament where learners can use the skills they developed while practicing the chest pass, encouraging teamwork and application of skills in game scenarios.

**Teacher Self-Evaluation:**

**WEEK 12: LESSON 4**

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**Strand:** Creating and Performing

**Sub Strand**: Basketball and Logo Design

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Outline the steps for performing the bounce pass in basketball.

- Demonstrate the bounce pass in basketball.

- Show confidence when performing the bounce pass in basketball.

**Key Inquiry Questions:**

- How do you perform the bounce pass in basketball?

**Learning Resources:**

- Hummingbird CAS pg 97

- Pictures of basketball techniques

- Basketball court (or outdoor field)

- Lesson notes

- Basketball (one per pair of students)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students about their understanding of basic basketball skills and terminology.

- Guide learners to read and discuss relevant content from the learning resources. Highlight key concepts related to the bounce pass.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the Bounce Pass (10 minutes)

- Discuss the importance of the bounce pass in basketball.

- Watch a brief video demonstrating the correct technique for the bounce pass.

- Ask students to identify the key elements shown in the clip (aiming, body position, target).

**Step 2:** Outlining the Steps (5 minutes)

- On the board, outline the steps involved in performing a bounce pass:

1. Start in an athletic stance, knees slightly bent.

2. Hold the ball with both hands, thumbs at the back, fingers spread.

3. Step towards the receiver while pushing the ball towards the floor.

4. Aim for the floor so that the ball bounces to the receiver's waist height.

**Step 3**: Practicing the Bounce Pass (10 minutes)

- Organize students into pairs, ensuring they have adequate space to practice.

- Each pair should take turns practicing the bounce pass, focusing on body position and technique.

- Encourage them to give each other feedback on their form.

**Step 4:** Performing with Confidence (5 minutes)

- Invite pairs to demonstrate the bounce pass in front of the class.

- As each pair performs, classmates can provide positive feedback and constructive criticism.

- Emphasize the importance of showing confidence during execution.

**Conclusion (5 minutes)**

- Summarize key points covered in the lesson, reiterating the steps for the bounce pass and the importance of body position and confidence.

- Conduct a brief interactive activity, such as a quick quiz or a game, to reinforce the main topics (e.g., "What is the first step in the bounce pass?" or "Who can explain why aim is important?").

- Prepare learners for the next session by previewing upcoming topics related to basketball skills or teamwork.

**Extended Activities**

- Skill Challenge: Organize a mini-competition where students perform bounce passes to a target or while moving.

- Reflective Journal: Have students write a short reflection on what they learned about the bounce pass and how they can improve their skills.

- Design a Logo: Integrate art by having students design a logo for their favorite basketball team, incorporating elements related to basketball skills discussed in class.

**Teacher Self-Evaluation:**

**WEEK 12: LESSON 5**

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 9 | CREATIVE ARTS AND SPORTS |  |  |  |

**Strand:** Creating and Performing

**Sub Strand**: Basketball and Logo Design

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Outline the steps for performing the overhead pass in basketball.

- Demonstrate the overhead pass in basketball.

- Show confidence when demonstrating the overhead pass.

**Key Inquiry Question:**

- How do you perform the overhead pass in basketball?

**Learning Resources:**

- Hummingbird CAS pg 98

- Pictures of the overhead pass

- Lesson notes

- Basketballs

- School field

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin by reviewing the key concepts covered in the previous lesson.

- Engage students in reading and discussing relevant content from Hummingbird CAS, focusing on the overhead pass in basketball. Encourage questions to ensure understanding of key concepts.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the Overhead Pass (10 minutes)

- Activity: In groups, read and discuss the steps required to perform an overhead pass.

- Content:

- Position your body correctly, facing your target.

- Hold the ball with both hands, ensuring your elbows are bent.

- Keep your feet shoulder-width apart for balance.

**Step 2:** Watch and Analyze (5 minutes)

- Activity: Watch a short video demonstrating the overhead pass.

- Content: Focus on body position and technique used in the video. Discuss in groups how the athlete executes the pass.

**Step 3:** Pair Practice (10 minutes)

- Activity: Students pair up and take turns demonstrating the overhead pass to each other.

- Content: Encourage partners to give constructive feedback regarding body position, hand placement, and follow-through.

**Step 4:** Group Practice (5 minutes)

- Activity: Gather in groups and practice the overhead pass with each member taking turns.

- Content: Every student should have the opportunity to perform the pass while others observe and offer feedback.

**Conclusion (5 minutes)**

- Summarize key points learned about the overhead pass and the importance of technique in basketball.

- Conduct a brief interactive activity, such as a Q&A session or a quick quiz, to reinforce the main topics covered.

- Preview the next lesson, hinting at upcoming activities related to basketball techniques or logo design that will involve creativity.

**Extended Activities:**

- Design a Logo: Students design a personal logo for their basketball team, incorporating elements from design principles learned in class.

- Video Analysis Project: Create a video analysis of their performance, comparing their technique with professional players, to identify areas for improvement.

- Basketball Skills Challenge: Organize a friendly competition, where students can showcase their skills in executing various basketball techniques, including the overhead pass.

**Teacher Self-Evaluation:**